

WHITMAN COLLEGE

The Catalog *2010-2011*

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

The 2010-2011 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, 2010

August 26, Thursday	Residence halls open at 9 a.m. for new students. Check-in is from 9 a.m. to 5 p.m.
August 27, Friday	Residence halls open at 9 a.m. for all students. Convocation at 3 p.m.
August 31, Tuesday	Fall semester classes begin.
September 13, Monday	Last day to add classes.
October 11-12	Midsemester break; no classes.
October 13, Wednesday	Last day to withdraw from classes or the college without record.
October 22-24	Family Weekend.
November 5, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
November 5-11	Spring semester pre-registration period.
November 19, Friday	Thanksgiving vacation begins at 6 p.m., Friday and ends at 8 a.m., Monday, November 29. All residence halls remain open.
December 10, Friday	Last day of classes, fall semester. Honors theses due in library for December '10 candidates.
December 13-17	Final examination period.
December 17, Friday	Fall semester ends. All residence halls close at noon Saturday, December 18.

Spring Semester, 2011

January 14, Friday	Orientation for new students and parents begins.
January 16, Sunday	Residence halls open at 9 a.m. for returning students.
January 17, Monday	Martin Luther King, Jr. Day; no classes.
January 18, Tuesday	Spring semester classes begin.
January 31, Monday	Last day to add classes.
February 21, Monday	Presidents' Day; no classes.
February 25, Friday	Last day to withdraw from classes or the college without record.
March 11, Friday	Spring vacation begins at 6 p.m., Friday (all residence halls close at 9 a.m., Saturday, March 12) and ends at 8 a.m., Monday, March 28 (all residence halls open at noon, Sunday, March 27).
April 8, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
April 12, Tuesday	Whitman Undergraduate Conference; no classes.
April 15-21	Pre-registration period for the fall semester 2011.
May 10, Tuesday	Last day of classes, spring semester.
May 11, Wednesday	Reading day; no classes. Honors theses due in library for May '11 candidates.
May 12-17	Final examination period.
May 22, Sunday	Commencement. Residence halls close at 6 p.m.

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

Whitman College

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

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

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

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

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

The primary evidence of any college's

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

The Mission of the College

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

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

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

Statement on Diversity

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

Diversity is fundamentally important to the character and mission of Whitman College. Diversity enriches our community and enhances intellectual and personal growth. We seek to provide a challenging liberal arts experience for our students that prepares them for citizenship in the

global community. By sustaining a diverse community, we strive to ensure that all individuals are valued and respected and that intellectual and personal growth are enriched because of our differences.

Environmental Principles for Whitman College

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

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

The Faculty

Whitman College's full-time faculty currently numbers 127. In addition to their dedication to teaching and advising, Whitman faculty members conduct an impressive amount of original research.

Believing that an active professional life

supports enthusiasm in teaching and advising, the college encourages faculty members' scholarly work through a generous sabbatical program, the faculty scholarship fund, and other resources. During recent years Whitman faculty have been recipients of awards such as the Graves Award in the Humanities and CASE Professor of the Year Award for Washington State. Members of the faculty have garnered honors and fellowships from Battelle Research Institute, National Science Foundation, National Institutes of Health, Fulbright Fellowships, Hughes Medical Institute, PEW Foundation, National Endowment for the Humanities, William and Flora Hewlett Foundation, and others.

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

Facts about Whitman

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

Whitman prizes its independence from sectarian and political control. The college has remained small in order to facilitate the close faculty-student interaction that is essential to exceptional higher education. In 1914, Whitman became the first college or university in the nation to require undergraduate students to complete comprehensive examinations in their major fields. The installation of a Phi Beta Kappa chapter in 1919, the first for any Northwest college, marked Whitman's growing reputation.

One of Whitman's most recognizable campus landmarks is the clock tower atop Memorial Building, which was constructed in 1899. Among recent construction projects are

the upgrade of the Sherwood Athletic Center, the Glover Alston Center and the renovation and expansion of Maxey Hall, Penrose Library and the Hall of Science. New buildings include the Fouts Center for Visual Arts, the Baker Ferguson Fitness Center/Harvey Pool, the Welty Center (health and counseling services) and the Reid Campus Center.

Penrose Library provides access to diverse collections of resources that support faculty and student research and learning. Its information literacy programs utilize active, problem-based learning and focus on teaching students to navigate the research process. Librarians help students develop critical thinking skills, evaluate and synthesize information, and communicate the results of intellectual inquiry. Penrose librarians work collaboratively with faculty, helping shape assignments that are illustrative and engaging.

How does Penrose Library accomplish its mission? By serving as a bridge between the college community and a digital environment consisting of more than 21,000 unique journal titles and 120 databases that complements its 400,000 volume print collection. Penrose is one of only a few college libraries that are open 24/7, and the facility itself was built and renovated with the idea that form follows function. Penrose's archives and special collections include 3,500 linear feet of archival and manuscript material and more than 5,000 rare books. And, Whitman College is a member of the Orbis Cascade Alliance which combines the holdings of 36 academic libraries throughout the Northwest to provide access and courier delivery of more than 29 million volumes. Students at Whitman have access to rich, diverse and unique information resources and collections.

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 and wireless connections. Computers are available for use in the library and in several computer labs around campus.

The campus is one block from the downtown area of Walla Walla, a city of 30,000 in southeastern Washington. The town's setting

in golden wheatlands shadowed by the Blue Mountains provides countless opportunities for skiing, hiking, bicycling, fishing, rock climbing, and white-water rafting. Recently named one of the nation's top 25 "small town cultural treasures" and cited by *Sunset* magazine as having the best main street in the West, Walla Walla is known for its art galleries, symphony orchestra, community theater, and premium wineries. Whitman sponsors dance groups, opera, musical soloists, fine arts film series, and performances by the college's excellent music and theatre 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, staff in the Academic Resource Center (ARC) assign each first-year student to a faculty or staff member who serves as the student's 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 premajor and major advising, advisers are available to assist students in selecting preprofessional courses suitable as preparation for graduate and professional study. Advisers also assist students planning to undertake foreign study or enter other special programs of the college.

Curriculum

The General Studies Program: The goal of the General Studies Program is to inform the whole of the student's undergraduate education with a structure and consistency that complement and broaden the program of major studies. Whitman recognizes that flexibility is necessary in order to accommodate differences in background, interest, and aptitude. General Studies is Whitman's method of ensuring that student programs have overall coherence and that the wide range of the college's intellectual

resources are utilized without enforcing lock-step requirements.

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

- I. The First-Year Experience: Encounters: 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 First-Year Experience 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 First-Year Experience unless, upon appeal, the Board of Review finds that they have successfully completed comparable courses at another institution.

Major Studies Requirements: A major study program is a coherent array of courses designed to develop mastery of the basic ideas and skills in a particular field or area. Every candidate for a bachelor’s degree must complete such a program. The major study may be an established departmental program, an established combined program, or an individually planned program.

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

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

Anthropology
 Art
 Art History and Visual Culture Studies
 Astronomy
 Biology
 Chemistry
 Classics
 Classical Studies
 Economics
 English
 Foreign Languages and Literatures:
 French, German Studies
 Geology
 History
 Mathematics
 Music
 Philosophy
 Physics
 Politics
 Psychology
 Religion
 Rhetoric and Film Studies
 Sociology
 Spanish
 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
 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 GPA of at least 2.000 in each subject area of the major. A student with an individually planned major must maintain a GPA of at least 2.000 in the courses specified in the major.

A program of study is prepared with the advice and consent of the student's major adviser or advisory committee to ensure that all major

and degree requirements are completed. At an appropriate time during the student's senior year the major department or major committee certifies that the degree candidate has completed an acceptable program of study.

Senior Assessment in Major Study

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

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

Minor Study Option

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

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

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

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

Credits

Every candidate for a bachelor's degree must complete not fewer than 124 credits in appropriate courses and with acceptable grades. A minimum of 54 credits must be earned in residence in the on-campus programs of the college, and at least 44 of these credits must be earned in regularly graded courses at Whitman College apart from all transfer, advanced placement, P-D-F, and credit-no credit work. A minimum cumulative grade-point average of 2.000 is required for all work attempted at Whitman College (the number of grade points earned must be equal to or greater than twice the graded credits attempted).

Credit Restrictions

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

Foreign Languages

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

Activity Credit

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

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

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

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

- I. Dance (all courses)
- II. Music (Music 211, 212, 231, 232, 241, 242, 251, 252, 261, 262, 281, 282)
- III. Rhetoric and Film Studies (Rhetoric and Film Studies 221, 222)
- IV. Theatre (Theatre 231, 232)

Applied Music

Not more than 16 credits toward the minimum of 124 credits required for graduation 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*.

Academic Credit for Internships

Whitman College grants no academic credit for work experience or internships *per se*, though it may grant credit for academic coursework linked to internships. This policy applies to internships that are part of courses in various Whitman departments, to internships that are part of courses administered by approved Off-Campus Study programs, and to internships that are part of courses for which a student receives transfer credit.

Off-Campus and Transfer Credit for Major Requirements

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

Residence

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

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

Degrees are awarded at the commencement ceremony in May and on a specified date in September. A degree may not be conferred *in absentia* at commencement except by special action of the Board of Review taken in response to a petition showing satisfactory reasons for the candidate's inability to take the degree in person. A student who has met the residence requirements and who has successfully completed at least 116 credits toward graduation may participate in commencement, though a degree will not be conferred until all the requirements for graduation are met.

Two Baccalaureate Degrees

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

Advanced Standing and Transfer Credit

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

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

No credit will be granted for course work, including extension and online courses, taken in another collegiate institution while the student is in residence at Whitman College unless written permission to register for such courses is obtained in advance by the student from his or her adviser and from the Registrar. Nothing in this rule makes mandatory the granting of any credit by Whitman College.

Whitman College grants no academic credit for work experience or internships *per se*. See *Academic Credit for Internships* section.

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 62 semester credits applicable toward a bachelor's degree.

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

Students who have participated in one or more Advanced Placement or International Baccalaureate courses must arrange to have

their scores or transcripts sent directly to Whitman College by the institution awarding credit. These courses may be applied toward the 124-credit degree requirement and certain majors and minors, but may not be used to satisfy Distribution Requirements.

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

College Board Advanced Placement

Advanced placement and degree credit are awarded as indicated below for scores of 5 and 4 on the College Board Advanced Placement Tests except the score of 5 is required for biology, economics, English, history, physics C, and Spanish language. 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. A maximum of one year's credit (30 semester hours) may be accepted as general degree credit.

<u>Examination</u>	<u>Credit</u>	<u>Whitman Equivalent</u>
Art	3	None
Art History & Visual Culture Studies	3	None
Biology (score of 5)	4	Biology 111
Chemistry	3	Chemistry 125
Computer Science (A)	3	Mathematics 167
Computer Science (AB)	6	Mathematics 167, 270
Economics (score of 5)		
Microeconomics	4	Economics 101
Macroeconomics	4	Economics 102
English (score of 5)		
Language & Composition	4	English 110
Literature & Composition	4	None
Environmental Science		
score of 4	3	None
score of 5	4	None
French Language		
score of 4	4	French 205
score of 5	8	French 205, 206
French Literature	4	None
German Language	4	German 205
Government & Politics		
American	4	None
Comparative	4	None
History (score of 5)		
American/US	6	History 105, 106
European	3	History 183
World	3	None
Latin	4	Latin 106
Mathematics		
Calculus AB		

or AB subscore of the Calculus BC	3	Mathematics 125
Calculus BC	6	Mathematics 125, 126
Statistics	3	Mathematics 128
Music		
Listening & Literature	3	Music 150
Theory	2	Music 125
Physics C		
Mechanics (score of 5)	3	Physics 155*
Psychology	4	Psychology 110
Spanish Language		
score of 5	8	Spanish 205, 206
Spanish Literature	4	None

*Credit is awarded after successful completion of Physics 135.

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

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

International Baccalaureate

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

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

Mathematics	3	None
Music	8	None
Physics	8	Phys 155, 156
Psychology	4	Psyc 110
Spanish A1 or B	8	Span 205, 206
Visual Arts	4	None

Running Start Courses

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

College Courses Offered in the High School

Whitman does not award credit for course work completed in a high school classroom and appearing on a transcript from a college or university.

Two-Year Colleges

A maximum of 62 semester hours of credit may be transferred from accredited two-year colleges. Whitman will accept credit on a course-by-course basis from the Associate of Arts or Sciences degree programs.

Continuing Education and Online Courses

Not more than 10 credits of extension and/or online 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.

Off-Campus Studies Credit

No more than 38 semester credits (19 for one semester) from study abroad programs, including the Partner Programs of the college, may be applied toward degree requirements. Off-Campus Study 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 Off-Campus Studies Committee.

Credit earned on an off-campus study program that is not a Partner Program of the college but is designated as an approved program by the Off-Campus Studies 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 on a program not on the list of approved programs only if prior approval for participation has been granted by the Off-Campus Studies 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 (DD214) are submitted. The work involved must be appropriate to a liberal arts degree program. A maximum of four credits may be awarded as sport studies, recreation and athletics activities provided that the period of service was more than one year's duration. All service-related credit granted applies only to the 124-credit requirement for the degree and may not be used to satisfy the Distribution Requirement or major requirements. If credit for basic military training has been granted to satisfy high school requirements, it may not be counted as college credit.

Combined Programs

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

Classification of Students

Regular students are those who are admitted to pursue a degree program with the assump-

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

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

Graduating seniors in their final semester at Whitman who are *enrolled* in eight or fewer credits may petition the Dean of Students to be granted regular student status on a pay per credit basis. *Full tuition will be charged for students enrolled in more than eight credits.* All requests for this status must be submitted to the Dean of Students *by the last day to add classes each semester.*

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 last day to add classes of the semester* in which they are requesting this status. Special students may not represent any college organization, participate in intercollegiate athletics, and are not eligible to be pledged to or hold active membership in organized social groups, except by permission of the Dean of Students.

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

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

Auditors are persons admitted to courses

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

Registration Regulations

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

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

- I. The student has both cumulative and previous semester Whitman GPAs of at least 3.5.
- II. The student's adviser signs the petition indicating his or her approval of the student's overload.
- III. The student submits the petition with attached signatures from all of her or his current semester Whitman professors, confirming, as of week nine or later, that he or she has met course deadlines consistently (if a student is abroad, on leave, or registering in the semester in which the overload will occur, they shall instead need signatures from all of the professors currently on-campus from the student's last completed semester courses at Whitman).

Requests for more than 18 academic credits that do not meet the above criteria will be granted by the Board of Review only in truly exceptional circumstances in which there is exigent need to take an academic overload (such as the need to graduate).

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

GPA's 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 GPA's:

- P The symbol P is used to designate credit earned for those courses completed under the P-D-F grade option in which the student has received the equivalent of a C- or better grade. Certain courses may also be designated as graded on a P-D-F basis only; such courses are identified on the student's permanent record.
- CR Denotes that credit is allowed for a course graded on a credit-no credit basis.
- NC Denotes that no credit is allowed for a course graded on a credit-no credit basis. The use of the CR and NC grades is limited to activity courses and other courses specifically designated by the faculty.
- X The symbol X, which is used to designate a deferred grade, may be assigned only if prior approval has been granted by the Board of Review.
- I The symbol I, which is used to designate an incomplete grade pending completion, may be assigned only under the conditions listed in the section which follows.
- W This symbol is used to indicate the

official withdrawal from a course after the sixth week but prior to the end of the 10th week of classes. Additional information is provided in the section which follows.

NR An administratively recorded temporary symbol used when a standard grade has not been submitted by the instructor.

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

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

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

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

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

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

Work to be counted toward the final grade in

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

- I. If the student is on probation, a grade change must be reported to the Registrar within three weeks after the last day of final examinations for the semester in which the grade was incurred.
- II. If the student is in good standing, the requirements of the course must be completed by the end of the third week of classes in his or her next semester in residence.
- III. A student may petition the Board of Review to extend these deadlines.
- IV. 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.
- V. 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 10th week of classes, he or she shall receive a grade of W (withdrawal). If the student withdraws or discontinues studies in any course after that date (unless specifically permitted to do so by the Board of Review for reasonable cause such as a family distress, serious illness, or other emergency), he or she shall receive a grade of F. Withdrawal from the college requires the filing of the proper form in the Registrar's Office and consultation with the Dean of Admission and Financial Aid.

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

Grade Report. Semester grade reports will

be made available to students via the Web, and upon request sent to the student at the home address or other address designated for grades.

Grades for Partner Programs. Off-Campus Study courses on Partner Programs, both study abroad and our U.S.-based Partner Programs (AU Washington Semester, Urban Studies Program in Chicago, and The Philadelphia Center), will be recorded on the student's Whitman record, including all grades reported by the program, but with the exception that these grades will not be used in the calculation of semester and cumulative grade averages, nor will these credits be considered as part of the Whitman College residency requirement.

Correction of a Grade

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

P-D-F Grade Options

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

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

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

Note: Users of the P-D-F option should be aware that certain graduate and professional institutions may discount GPAs 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 GPA upward. Students should be conscious of the risks in overuse of this grading option. Program advisers (e.g., medicine, law) should be consulted by students interested in advanced study in the respective areas prior to electing to use the P-D-F grade option.

Correction of Record

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

Credit cannot be granted for courses in which a student has not been officially registered. It is the student's responsibility to check the registration information reports carefully and consult the Registrar's Office concerning procedures

for correction of errors and omissions. It is the Board of Review's policy not to approve requests for registration in any course after the close of the semester in which registration was required.

Repeating Courses

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

Course Fees

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

Art:

Special Projects, ArtS 101, 102, 201, 202, 301, 302, applicable fee for the area of the project (e.g., Special Project in Photography = \$175)	
Book Arts, ArtS 140, 240, 340	\$100
Ceramics, ArtS 130, 230, 330	\$150
Drawing, ArtS 115, 215, 315	\$75
Digital Media, ArtS 180, 280, 380	\$150
Introduction to Visual Art Practices, ArtS 110	\$75
Painting, ArtS 167, 267, 367	\$120
Photography, ArtS 123, 125, 223, 225, 323, 325	\$175
Printmaking, ArtS 170, 270, 370	\$120
Sculpture, ArtS 160, 260, 360	\$150
Intermediate and Advanced Independent Study, ArtS 321, 322, 421, 422 applicable fee for the area of independent study (e.g., independent study in painting = \$120)	
Senior Studio Art Seminar, ArtS 480	\$100
Thesis in Studio Art, ArtS 490	\$100
Honors Thesis, ArtS 498 applicable fee for the area of the honors thesis (studio) work (e.g., honors thesis in print- making = \$120)	
Biology 256	maximum \$75
Biology 279	maximum \$250
Biology laboratories*	maximum \$20
Chemistry 102	\$25

Chemistry 140	\$30
Chemistry laboratories*	maximum \$20
Environmental Studies 260 per semester	maximum \$75
Geology* 110, 120, 210	maximum \$20
Geology 158, 358 per semester	maximum \$75
Music 163, 164, 263, 264, 363, 364, 463, 464 (see <i>Applied Music Fees</i>)	
Music 241, 242	\$25
Music 480	\$300 per credit
Physics* 135, 136, 156, 166	maximum \$40
*Possible additional fee of \$10-\$200 for replacement of damaged materials and/or equip- ment.	
Sport Studies, Recreation and Athletics 112, 114, 212, 214, 312, 314, per semester	\$275
Sport Studies, Recreation and Athletics 113, per semester	\$225
Sport Studies, Recreation and Athletics 115, per semester	\$340
Sport Studies, Recreation and Athletics 117, 217, per semester	\$90
Sport Studies, Recreation and Athletics 118, 142, 218, per semester	\$75
Sport Studies, Recreation and Athletics 127, per semester	\$50
Sport Studies, Recreation and Athletics 137, 237, per semester	\$125
Sport Studies, Recreation and Athletics 138, 238, 248, per semester	\$150
Sport Studies, Recreation and Athletics 139, 140, per semester	\$160
Sport Studies, Recreation and Athletics 200, per semester	\$20
Sport Studies, Recreation and Athletics 226, per semester	\$400
Sport Studies, Recreation and Athletics 240, per semester	\$225
Sport Studies, Recreation and Athletics 242, per semester	\$580
Sport Studies, Recreation and Athletics 250, per semester	\$180
Sport Studies, Recreation and Athletics 308, per semester	\$20
Sport Studies, Recreation and Athletics 332, per semester	\$375
Sport Studies, Recreation and Athletics 334, per semester	\$400
Sport Studies, Recreation and Athletics 342, per semester	\$400
Sport Studies, Recreation and Athletics 350, per semester	\$275
Sport Studies, Recreation and Athletics 380, per semester	\$175

Sport Studies, Recreation and Athletics 387, per semester.....	\$400
Sport Studies, Recreation and Athletics 390, per semester.....	\$25
Sport Studies, Recreation and Athletics 395, per semester.....	\$30

Applied Music Fees

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

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

No applied music lessons are given on college holidays and during recesses; no makeup schedules are provided for lesson schedules which include holidays and recesses. The only acceptable reason for lesson cancellation is illness; in such cases the instructor makes up half of the lessons missed without additional charge.

Leave of Absence

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

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

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

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

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

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

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

Academic Standards

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

- I. Earn a grade-point average of at least 1.700 each semester.
- II. Earn a minimum cumulative GPA of 2.000 during the second semester of the first year and subsequently.
- III. Subsequent to the first year earn a minimum of 24 credits in the two immediately preceding semesters, except graduating seniors completing degree requirements with a normal load for the final (eighth) semester of study who may complete fewer than 24 credits in the previous two semesters.
- IV. Complete successfully the First-Year Experience: Encounters in the first full academic year after entrance. Any deficiency must be removed not later than the end of the fourth semester of college-level work or by the time the student has accumulated 57 degree credits, whichever occurs first.
- V. Maintain a minimum cumulative GPA in the major study of 2.000 beginning with the end of the fifth semester of college-level work. A student with a combined major must maintain a minimum GPA of 2.000 in each subject area of the major.

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

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

Academic Warning

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

The following three actions require concurrence of the Academic Council.

Academic Probation

A student given academic probation is no longer in good academic standing and may be suspended or dismissed from the college

if his or her performance in the next semester in residence fails to meet the minimum requirements for good standing, or fails to demonstrate sufficient progress toward that goal. Normally, a student will not be continued on probation for more than two consecutive terms.

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

Academic Suspension

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

Academic Dismissal

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

Challenge of Student Academic Assessment

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

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

Access to Records

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

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

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

Whitman College has designated the following categories as directory information: the student's name, home address, college address, telephone listing, e-mail listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, academic honors, the most recent previous educational agency or institution attended by the student, and photographs. The college shall allow a reasonable period of time for a student to inform the college that any or all of the information designated should not be released without the student's prior consent.

Transcript Policy

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

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

Honors Awards

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

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

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

Honors in Course are awarded to graduating seniors as follows: *summa cum laude* to students who have achieved a GPA of 3.900 with no course grades of failure; *magna cum laude* to students who have achieved a GPA of

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

Honors in Major Study are awarded to graduating seniors who show unusual ability in their major fields. To be eligible for candidacy a student must have accumulated at least 87 credits, and have completed two semesters of residence at Whitman College. Admission to candidacy begins with the student's submitting a proposal describing his or her thesis or project to the appropriate academic department. Once the department (or departments, for combined majors, or major committee for individually planned majors) approves the proposal admitting the student to candidacy for Honors, the department must file an official notification with the Registrar. The application must be submitted to the major department (or departments for combined majors, or major committee for individually planned majors) within the first six weeks of the two-semester period in which the student is eligible. The student has the privilege of doing preliminary planning on the project or thesis during his or her third year.

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

National Honor Societies

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

Phi Beta Kappa, the oldest national honorary fraternity, established a chapter at Whitman College in 1919. Election is based on evidence of broad cultural interests and scholarly achievement in the liberal arts.

Criteria include Whitman grade-point average and the breadth of the program outside the major. Approximately 10 percent of the senior class and one percent of the junior class are elected to membership annually.

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

Special Programs

Center for Teaching and Learning

Office Contact: (509) 527-5037

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

Off-Campus Studies

Study Abroad Programs

Advisers: Susan Holme Brick and Rebecca Miller Wyrwas

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 Off-Campus Studies Office, Memorial Building 204. Students should consult with Susan Holme Brick, Director of Off-Campus Studies; Rebecca Miller Wyrwas, Assistant Director of Off-Campus Studies; or the appropriate faculty adviser listed below to determine the suitability of participation in a particular academic program overseas. Students who wish to apply any credit from overseas study to their Whitman degree need to complete a Whitman Off-Campus Study Leave Application and receive approval for their proposed course of study from the Off-Campus Studies Committee. Prior approval from Whitman is required to transfer credit from summer studies in a foreign country as well. Deadlines for the submission of Off-Campus Study Leave applications is February 3 (for fall and full-year programs), April 12 (for summer programs) and September 14 (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 off-campus studies as an integrated part of their four-year career at Whitman. For some destinations students will need to have completed at least four or five semesters 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. Additionally, Whitman College grants no academic credit for work experience or internships

per se, though it may grant credit for academic coursework linked to internships.

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

Associated Kyoto Program

Adviser: Akira Takemoto

Whitman College, along with 15 other liberal arts colleges, sponsors the Associated Kyoto Program, a rigorous two-semester program located on the Doshisha University campus in Kyoto, Japan. The program offers intensive Japanese language classes and a wide range of elective courses in Japanese studies taught in English. Prerequisites include one year of Japanese language study and at least one area course, preferably premodern Japanese art, history, or literature. The application deadline for 2011-12 is Jan. 21, 2011.

British American Drama Academy

Whitman students may apply to attend this semester-long acting conservatory program taught by British actors and directors in London offered through Sarah Lawrence College. Admission requirements include an audition.

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.

Council on International Educational Exchange (CIEE)

Through Whitman's partnership with CIEE, qualified Whitman students may study in Amman, Jordan; Dakar, Senegal; Alicante, Spain; Taipei, Taiwan; or Khon Kaen, Thailand. CIEE requires two semesters of French for the Senegal program and previous study of Spanish at the college-level for two of the Alicante, Spain tracks. Whitman requires that students attending the Taipei, Taiwan program complete at least two semesters of college-level Mandarin prior to enrolling in the program.

Institute for Study Abroad-Butler University

Whitman Partner Programs include four programs sponsored by IFSA-Butler: Argentine Universities

Program in Buenos Aires; Mendoza, Argentina Program; Autonomous University of Yucatan in Merida, Mexico; and National University of Ireland at Galway, Ireland. All four programs offer direct enrollment options for students to study alongside local students in Latin America or Ireland. Applicants to the Mendoza and Merida programs must have completed four semesters of college-level Spanish. Applicants to the Buenos Aires program must have completed at least five semesters of college-level Spanish.

Institute for the International Education of Students (IES)

As an affiliate member of IES, Whitman College students may participate in the following IES Partner Programs: Melbourne, Australia; Vienna, Austria; Beijing, China; Berlin and Freiburg, Germany; Nantes and Paris, France; and Rome, Italy. IES students study either at the IES Center with local scholars and/or enroll directly at local universities, depending on the city. To be eligible for the IES programs in China, France and Germany students must have a background in the appropriate language.

Kansai Gaidai University

Kansai Gaidai is an international-oriented university in Hirakata, Japan, with an Asian Studies Program specifically designed for students who wish to study Japanese language and take Japanese area studies courses in English. To be eligible for this program, Whitman requires that students have completed two semesters of college-level Japanese.

Middlebury in Spain

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

The School for Field Studies (SFS)

Adviser: Delbert Hutchison

Whitman College is a partner member of The School for Field Studies, which offers single semester field-based study abroad programs in five locations worldwide. The academic program at each SFS center focuses on case studies related to a local environmental issue — Marine Resource Management in the Turks and Caicos Islands; Tropical Rainforest Studies in Australia; Marine Mammal Conservation and Coastal Ecosystems in Mexico; Sustainable Development Studies in Costa Rica; and Wildlife Management Studies in Kenya. Course prerequisites for the SFS programs include biology or ecology and Spanish (for Costa Rica).

School for International Training (SIT)

Whitman College Partner Programs include four SIT programs in Ecuador and India. These programs offer hands-on field studies centered on a specific theme as well as a capstone independent study project. They are as follows: Ecuador Comparative Ecology and Conservation, Ecuador National Identity, Ethnicity and Social Movements, India National Identity and the Arts program (based in Delhi), and India Sustainable Development and Social Change program (based in Jaipur). The Ecuador programs require proficiency in Spanish.

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. Whitman students may enroll in a broad range of subjects at St. Andrews.

Studio Art Centers International

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 partnership 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 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. Five semesters of college Spanish or the equivalent is required.

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. Whitman students may enroll in a broad range of subjects at University of East Anglia.

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.

Whitman Summer Studies in China

This six-week summer program, administered by Whitman College in cooperation with Yunnan University in Kunming, China, is designed to give students an opportunity to strengthen their conver-

sational Chinese language skills and learn about contemporary Chinese society firsthand. Participants enroll in a four-credit, intensive Chinese language course at the university and a two-credit Seminar in Chinese Studies course taught by the Whitman faculty director of the program (see Asian Studies 200). Prerequisites include at least two semesters of college Chinese language. Scholarships are available to qualified students from the David Deal China Exchange Endowment. The program is offered every other year and will be offered again summer 2011.

In addition to our Partner Programs, Whitman maintains an Approved List of study abroad programs that are approved for transfer credit but are not formally affiliated with Whitman. Courses completed on the Approved List programs are treated as transfer credit, and no grades are entered on the student's Whitman College record. As with all transfer credit, students must earn a C- or better to transfer the credit. Students attending programs on the Approved List must take a Leave of Absence from Whitman and need-based aid and merit scholarships cannot be applied to the fees of any non-Partner Programs.

Students who wish to attend a program that is neither a Partner Program nor on the Approved List may petition the Off-Campus Studies Committee for permission to attend the program, but there is no guarantee that permission will be granted.

U.S. Partner Programs

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

Whitman College encourages qualified students interested in urban issues or government policy and those who want to engage in a preprofessional internship to consider participation in one of three U.S.-based Partner Programs described below. Students interested in these three programs must complete a Whitman Off-Campus Study Leave Application and receive approval for their proposed course of study from the Off-Campus Studies Committee prior to enrollment in the program. Academic work undertaken on U.S.-based Partner Programs will be recorded on the student's Whitman transcript including the grades reported by the program. However, grades from these off-campus programs will not be used in the calculation of semester and cumulative grade-point averages. Students

may apply need-based financial aid and merit scholarships that they receive through Whitman College to the fees of these U.S.-based Partner Programs. Applications and additional information about the programs can be obtained from Off-Campus Studies (Mem 204).

For the Washington and Philadelphia programs, the application deadline for Spring 2011 participation is Oct. 15, 2010, and for Fall 2011 participation the deadline is April 1, 2010. The Chicago program deadlines are Sept. 14, 2010, for Spring 2011 and Feb. 3, 2011, for Fall 2011. Finally, Whitman College grants no academic credit for work experience or internships *per se*, though it may grant credit for academic coursework linked to internships.

The Washington Semester Program is under the aegis of The American University in Washington, D.C., and offers study in a variety of policy areas including American Politics, Contemporary Islam, Economic Policy, Foreign Policy, Public Law, Transforming Communities, and Peace and Conflict Resolution. Each of these programs consists of a seminar, an internship course, and a research project or elective course.

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

The Philadelphia Center, managed by Hope College, includes a seminar course examining urban life, a course involving a 32-hour per week internship, and an elective course.

Environmental Studies: Whitman College Semester in the West

Adviser: Phil Brick

Whitman College Semester in the West is an interdisciplinary field program in environmental studies, focusing on public lands conservation in the interior American West. Our objective is to come to know the West in its many dimensions, including its diverse ecosystems, its social and political communities, and the many ways these ecosystems and communities find their expression in regional environmental writing and public policy. During the course of the semester, we typically have the opportunity to visit with 60 or 70 leading

figures in conservation, ecology, environmental writing and social justice. Our goal is to explore the complexity of environmental issues in the West, while at the same time locating pathways toward meaningful individual and collective action to conserve and enhance the West's natural and human communities. Each session our studies are focused around key themes that circumscribe environmental issues in the West, including water, public lands, climate change, restoration, social justice, energy, the urban/rural divide, and conservation.

Semester in the West is a program for Whitman College students only; sophomore status or higher is required to participate. The program is next offered Fall 2012.

Environmental Studies: Whitman in the Wallowas

Advisers: Phil Brick and Don Snow

This summer program is centered on the natural and human ecologies of Wallowa County, Oregon. Students engage in fieldwork integrating the three areas of liberal learning: the sciences, humanities, and the social sciences. Led by Whitman faculty, the course of study is developed in collaboration with local faculty from the Wallowa Mountain Institute. Whitman in the Wallowas is a program for Whitman College students only; sophomore status or higher is required to participate. The program is next offered Summer 2011.

Whitman in China Program

Adviser: Susan Holme Brick

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

Combined Plans

Engineering and Computer Science

Adviser: Fred Moore (Physics)

Whitman College is associated with Caltech, the Fu Foundation School of Engineering and Applied Science at Columbia University, the Duke University School of Engineering, the School of Engineering and Applied Science at Washington University in St. Louis, and the University of Washington School of Engineering in combined programs for liberal education in engineering and computer science. In addition, with consultation and approval from the Engineering and Computer Science Program adviser and the program's advisory committee, students may be able to arrange individual programs combining liberal education with study in engineering or computer science at another nonassociated but ABET-accredited department of engineering and/or computer science.

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

The combined plans in liberal arts and engineering or computer science require careful scheduling. Students who are interested in chemical, mineral, metallurgical, or biomedical engineering should take Chemistry 140 (or

125, 126, 135, and 136) and calculus during their first year. Students who are interested in other branches of engineering or in computer science should take Physics 155 or 165 and 156 or 166 and calculus during their first year. Also, students should consult with Mr. Moore in their first year at Whitman and regularly thereafter to ensure that they are making proper progress in the program.

Students must declare an NMS major before the end of their fourth semester in residence at Whitman in order to be eligible to transfer to another institution to complete the program. (Transfer students must declare an NMS major before the end of their second semester in residence at Whitman.) Students will have Mr. Moore as major adviser but may need to consult with professors in science departments.

NMS Major Requirements

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

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

Normally, students interested in a branch of engineering closely related to physics choose 1; students interested in chemical engineering choose 2; students interested in computer science choose 3; and students interested in biomedical engineering choose either 1 or 2,

depending on the intended subfield and transfer institution.

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

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

Notes and Cautions

- I. Four of the five affiliated institutions (but not the University of Washington) require that students seeking admission secure a recommendation from the 3-2 program adviser. Even with a recommendation from the 3-2 program adviser, admission to some of the affiliated institutions is not guaranteed. Under normal circumstances, to secure a recommendation from the 3-2 program adviser at Whitman and to be admitted to any of the five affiliated programs, students need cumulative and mathematics-science grade-point averages of at least 3.0. Washington University in St. Louis and Columbia University normally accept students who are recommended by the 3-2 program adviser at Whitman, take the prerequisite mathematics and science courses, satisfy the general education and credit requirements set by their institutions, and meet their GPA standards (3.0 for Columbia and 3.25 for Washington University in St. Louis).
- II. Some institutions have higher (than 2.0) overall and mathematics-science GPA requirements for transfer admission and/or additional course, credit, or general education requirements. Here are three examples. A) Along with additional requirements that depend on the intended major program, Columbia

University requires that students spend “approximately” three years at Whitman, complete 97 (not 93) credits at Whitman, and take the equivalents of Economics 101 or 177, 102 and English 110 (or 210). B) Washington University requires students to complete a three-credit or four-credit humanities or social science course numbered 300 or above. C) Caltech requires all 3-2 program students to take Physics 245, 246, 255, and 256. This includes, for example, students planning to study chemical engineering who would also be expected to take Chemistry 245, 246, 251, and 252. (See Requirement III above.)

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

Law

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

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 from the prelaw advisers. It is important to study these requirements, as well as those of the student’s contemplated field of major study, as early in the years at Whitman as possible. Planning is essential and needs to be started either late in the first year or early in the sophomore year.

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

Forestry and Environmental Management

Advisers: Robert Carson (Environmental Studies and Geology), Heidi Dobson (Biology)

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

The Cooperative College Program is designed to coordinate the education of students at Whitman College with graduate programs in the broad area of resources and environment offered at Duke University. Participating students are accepted into either of two degree programs, the Master of Forestry (M.F.) or the Master of Environmental Management (M.E.M.). The cooperative program is designed to accommodate students after three years of study at Whitman or upon graduation from Whitman. Duke requires applicants to take the Graduate Record Exam (general test without any advanced subject tests) in October or December of the year prior to the desired year of entrance. Those students who complete the necessary qualifications and who choose to enter Duke after three years may qualify for one of the professional master's degrees with four semesters at Duke, in which at least 48 credits are earned. Upon completion of the requirements of the Duke program, the student will be awarded the Bachelor of Arts degree in the appropriate field by Whitman College. See the Nicholas School of the Environment Web site, www.nicholas.duke.edu for additional information.

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:

- I. For the biology major, the following courses are required: a minimum of 22 credits of biology to include Biology 111, 112, 205, 215 or 277, plus a minimum of seven additional credits in courses above the 200 level; Chemistry 125, 126, 135, 136, or 140; Economics 101 or 177, 102; Geology 210 (or 110 or 120); Mathematics 125, a statistics course. In addition, the following courses are recommended: Mathematics 167; Economics 307; a year of physics.
- II. For the geology major, the following courses are required: a minimum of 22 credits of geology to include Geology 210 (or 110 or 120), 227, 350, and at least 10 additional credits in courses numbered above 300; Biology 111, 112; Chemistry 125, 126, 135, 136, or 140; Economics 101 or 177, 102; Mathematics 125, a statistics course. In addition, the following courses are strongly recommended: Biology 215 or 277, Mathematics 167, Economics 307, and a year of physics.
- III. 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 First-Year Experience (Encounters) and Distribution Requirements of the General Studies Program.

- IV. 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.

Oceanography

Advisers: Paul H. Yancey (Biology), Patrick Spencer (Geology)

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

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

- (a) Earn at least 94 credits and spend three years at Whitman (62 credits and two years for transfer students) with a Whitman grade-point average of at least 3.0.
- (b) Complete the First-Year Experience, 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

I. Biology-Oceanography majors must complete Chemistry 125, 126, 135, 136 (or 140), 245; Mathematics 125, 126, 225, 235, 236; Geology 110 (or 120 or 210); Biology 111, 112, 205, 215 or 277, 303 and 304 or 305 and 306, and 310 or 330. A year of physics (eight semester credits) also is required, which may be satisfied with Whitman's Physics 155 or 165, 156 or 166, or the University of Washington's Physics 121, 122, 123. At the University of Washington in their fourth and fifth years, students must take at least eight semester-equivalent credits of upper-division biology electives, and three semester-equivalent credits of independent research; and they must take the Biology Graduate Record Examination and attain a score sufficient to satisfy Whitman's requirements.

II. Biology-Oceanography majors must complete Chemistry 125, 135, 126, 136, or 140; Mathematics 125, 126, 225, 235, 236; Biology 111, 112; Geology 110 (or 120 or 210), 227, 350, 358, 368, and four or more credits in courses numbered above 300. A year of physics (eight semester credits) also is required, which may be satisfied with Whitman's Physics 155 or 165, 156 or 166 or the University of Washington's Physics 121, 122, 123. At the University of Washington in their fourth and fifth years, students must take at least 12 semester-equivalent credits of upper-division geology electives; and they must take the geology department written major examination and attain a score sufficient to satisfy Whitman's requirements.

Teacher Education

Adviser: Kay Fenimore-Smith (Education)

University of Puget Sound Cooperative 4-1 Program: Whitman College is associated with the University of Puget Sound School of

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

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

Careers and Professions

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

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

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

Advisers in the academic departments and in the Student Engagement 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 advancement in modern business come to those who have acquired a knowledge of the underlying

principles of economics, finance, statistics, and communication with society. A background in the sciences to prepare for the changing world may be beneficial. An understanding of the relation of business to government and the position of business in society also is essential. Strong oral and written communication skills are important.

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

Suggested Courses:

Economics 101, 102, 227, 268, and 327

Mathematics 125, 126

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

Foreign Service

Chair, Department of Politics

Today many departments and agencies of the U.S. 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 generally is essential for overseas career positions. Information on recruitment procedures and examinations is available, as is information on employment with private organizations abroad.

Health Professions

Jim Russo (BBMB: Health Professions Adviser)

Careers in the health professions demand more than just achievement in the life sciences.

Maturity, compassion, leadership, ethical practice, integrity, communication skills, and knowledge of health care policy are essential for the health-care professional. Since the health professions seek individuals with a broad liberal arts and science education in conjunction with a rigorous major area of study in the natural sciences, arts, humanities, or social sciences, Whitman College does not offer “pre-med,” “pre-vet,” or any “pre-health” major. Although many students choose one of our life science majors — biology or biochemistry, biophysics, and molecular biology (BBMB) — more than one-third of our successful matriculants in medical or other health profession schools enter with majors beyond the life sciences, including anthropology, art, chemistry, English, foreign languages (Spanish, French, German, Japanese), geology, history, music, philosophy, psychology, religion, and theater.

Whitman’s liberal arts curriculum provides students with both the breadth and depth necessary to excel as physicians, nurses, physician assistants, dentists, veterinarians, physical therapists, pharmacists, and public health specialists. Clinicians must have the ability to communicate by speaking and writing effectively, to gather and analyze data, to continually update knowledge and skills, to work with a team of professionals, and to apply new information to the solution of scientific, clinical, and public health problems — all skills that can be acquired from a liberal arts education.

Students considering a career in a health profession should attend the health professions orientation meeting during the opening week of their first year and meet with the health professions adviser once per semester prior to application.

For more information on becoming a strong applicant and making an application, see the Health Professions Web site: www.whitman.edu/content/healthprofs or contact Jim Russo.

More details about select professions are given below:

Dentistry

Schools of dentistry recommend that students acquire a broad, liberal arts undergraduate education. Students interested in the study of dentistry should become familiar with the specific requirements of the schools to which they plan to apply. These requirements

are contained in the ADEA Official Guide to Dental Schools. See the American Dental Education Association Web site: www.adea.org/. Participation in a dental observation internship program is required at some schools and highly recommended for all programs.

The following courses will satisfy the requirements for admission to most U.S. dental schools:

- Biology 111, 112, 205, 310^{1,3}, 329¹, 339²
- Chemistry — One year of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; OR 140). One year organic chemistry with two credits of laboratory (Chemistry 245, 246, 251, 252)
- Physics — Two semesters of physics with laboratory (Physics 155 or 165, 156 or 166)
- Biochemistry BBMB 325

¹Highly recommended by University of Washington School of Dentistry.

²Required by University of Washington School of Dentistry.

³Required by Oregon Health and Science University (OHSU) School of Dentistry.

Medicine

The allopathic (M.D.) and osteopathic (D.O.) medical professions seek 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 should strive to complete coursework beyond the minimum requirements.

The requirements for U.S. and Canadian allopathic medical schools are provided in the Medical School Admission Requirements (MSAR). See the Association of American Medical Colleges (AAMC) Web site: www.aamc.org/. The requirements for osteopathic schools are provided in the Osteopathic Medical College Information Book. See the Association of American Colleges of Osteopathic Medicine

(AACOM) Web site: www.aacom.org/.

The following courses will satisfy the requirements for admission to most U.S. medical schools:

- Biology — (Biology 111, 205); one additional 300-level course; two semesters of laboratory
- Chemistry — One year of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; OR 140, 240). One year organic chemistry with two credits of laboratory (Chemistry 245, 246, 251, 252)
- Physics — Two semesters of physics with laboratory (Physics 155 or 165, 156 or 166)
- Mathematics — Two semesters of college mathematics (Mathematics 125, 126 Calculus and Mathematics 128 Statistics, are recommended)
- English — Two semesters of English (110, 210, 310 or any English writing or literature course)
- Biochemistry (BBMB 325)
- Social sciences — Two semesters in anthropology, economics, sociology or psychology are recommended

Nursing

The opportunity for students to enter B.S.N. and M.S.N. programs with a bachelor's degree has expanded tremendously. Most of the programs are two years and lead to the RN certification and the opportunity to pursue advanced practice specialization in such areas as family practice, midwifery, pediatrics, critical care, infectious diseases, or Doctor of Nursing programs. The schools vary greatly in terms of courses required for matriculation. The courses most frequently required for admission include:

- Biology — Microbiology + Lab; Human Anatomy and Physiology + Lab; Nutrition
- Chemistry — Two semesters, to include general, organic, and biochemistry
- Mathematics — Statistics (Mathematics 128)
- Psychology — Developmental Psychology throughout the Lifespan

Pharmacy

All pharmacy programs now result in the Doctor of Pharmacy (Pharm.D.) degree. The requirements for U.S. pharmacy schools are provided in the Pharmacy School Admission Requirements (PSAR). See the American Association of Colleges of Pharmacy (AACP) Web site: www.aacp.org/.

The following courses will satisfy the

requirements for admission to most U.S. pharmacy schools:

- Biology 111, 205, 310, 339
- Chemistry — One year of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; OR 140, 240). One year organic chemistry with two credits of laboratory (Chemistry 245, 246, 251, 252)
- Mathematics — Calculus (Mathematics 125, 126) and Statistics (Mathematics 128)
- English — Two semesters of English (110, 210, 310 or any English writing or literature course)
- Social Sciences — Three semesters, to include psychology

NOTE: Requirements vary greatly. Many schools require courses in human anatomy, biochemistry, physics, speech, and economics.

Physician Assistant

Similar to nursing programs, many PA programs have expanded to select students completing bachelor's degrees. Most programs require two to three years to complete certification. The courses most frequently required for admission include:

- Biology — 107, 111, 120, 205, 310, 339
- Chemistry — Three semesters, to include inorganic, organic, and biochemistry
- Mathematics — Statistics (Mathematics 128)
- English — Two semesters of English (110, 210, 310 or any English writing or literature course)
- Social Sciences — Two semesters in psychology

Public Health

Many of the approximately 45 schools of public health offer M.H.S., M.P.H., or Ph.D. programs for students to enter directly with a bachelor's degree. Others require one to two years of health-care experience, which can include service in the Peace Corps, international health programs, internships with county/state public health departments, or work with the CDC. The five core academic disciplines of public health are biostatistics, epidemiology, health services, health education and behavior, and environmental health, with many schools offering additional focus in international health, maternal and child health, nutrition, public health policy and practice. Since each program and track sets its own requirements, it is difficult to list a recommended set of prerequisite courses. Majors in mathematics, chemistry, or the life sciences are beneficial

for students interested in environmental health, epidemiology, or biostatistics, while anthropology, psychology, or sociology are good preparations for health education and behavior and global health. Economics can provide a sound background for health policy.

Veterinary Medicine

Schools of veterinary medicine recognize the importance of a liberal arts education with a strong foundation in the sciences. The requirements are provided in the Veterinary Medical School Admission Requirements (VMSAR). See the Association of American Veterinary Medical Colleges (AAVMC) Web page at www.aavmc.org.

The following courses will satisfy the requirements for admission to most U.S. veterinary medical schools:

- Biology 111, 112, 205, 259, 310, 329, 339
- Chemistry — One year of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; OR 140). One year organic chemistry with two credits of laboratory (Chemistry 245, 246, 251, 252)
- Physics — Two semesters of physics with laboratory (Physics 155 or 165, 156 or 166)
- Mathematics — Three semesters of college mathematics (Mathematics 125, 126 Calculus and 128 Statistics)
- English — Two semesters of English (110, 210, 310 or any English writing or literature course)
- Biochemistry (BBMB 325)

Law

Patrick Frierson (Philosophy), Jan Crouter (Economics)

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

Law schools want evidence that its applicants can think, read, write, express themselves orally, and have some understanding of the forces which have shaped human experience, developed its institutions, and ordered its values. A wide variety of courses in the social sciences, history, literature, philosophy, and rhetoric deal with such matters, though in

different ways and with different emphases. The study and practice of law also requires analytical reasoning skills which are fostered by certain courses in mathematics and the natural sciences, economics and philosophy.

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

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

Library Science

Lee Keene (Library)

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

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

Ministry

Melissa Wilcox (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 by setting ministry studies in a broad perspective. 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 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 nonmajors alike. More than 60 percent of the student body participates in the music program through performance, individual lessons, or academic classes.

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

Public Service

Chair, Department of Politics

Careers in public service have increased as a result of recent developments. To an ever greater degree, even county and city governments have realized they need professionally trained people to serve as researchers and planners as well as administrators. The expansion in the numbers and kinds of special interest groups and the increased degree to which these groups are employing professionals also have meant new

career possibilities for people with research, analytical, and political skills. These new career opportunities are in addition to the traditional public administration positions in federal and state agencies.

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

Suggested Courses:

Economics 101 or 177, 102, 268
 Environmental Studies 120
 History 297
 Mathematics 128
 Politics 109, 179, 219, 287, 309, 311, 325
 Sociology 110, 207, 208

Social Work and Human Services

Helen Kim (Sociology)

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

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

Suggested Courses:

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

Sport Studies, Recreation and Athletics

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

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

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

Suggested Courses:

Sport Studies, Recreation and Athletics 200, 308, 328, 357, 380, 385, 390, 395, 490, 495
 A broad range of activity courses

Teacher Certification

Kay Fenimore-Smith (Education)

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

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

Theatre

Nancy Simon (Theatre)

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

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

Courses and Programs

The Divisions

The academic departments of the college and the courses of instruction are grouped into the Social Sciences and Education division, the Humanities and Arts division, the Basic Sciences and Mathematics division, General Studies, and Interdisciplinary Studies.

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

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

DIVISION III: Basic Sciences and Mathematics, including the departments of Astronomy, Biology, Chemistry, Geology, Mathematics, and Physics as well as courses in Science and

the program in Biochemistry, Biophysics, and Molecular Biology. *Kendra J. Golden, Chair.*

GENERAL STUDIES: The First-Year Experience: Encounters, Critical Voices, and Distribution Requirements.

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

The Course Schedule and Descriptions

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

Students registering for courses in the 2010-2011 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 provided by e-mail prior to registration each year.

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

Whitman College courses are numbered 100-499. The first digit of the course number indicates the general level of the course: 100, Introductory; 200 and 300, Intermediate; 400, Advanced. The second digit may be used by

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

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

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

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

The course descriptions provide general information which may be used for program planning. However, students should be aware that it may be necessary to make changes in this schedule of course offerings after the catalog has been printed. The most accurate schedule information appears via the Search for Classes Web link on the Registrar's home page.

The departmental or course information includes a statement of the number of meetings or periods per week. This is an indication of the in-class time commitment for the course in terms of the standard 50-minute class period or

hour. It should be understood that courses are listed as "three lectures per week" or "three periods per week" to indicate a total meeting time of 150 minutes. These courses may be scheduled for three 50-minute meetings or two 75-minute meetings or, occasionally, one 150-minute meeting per week.

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

General Studies Program

The General Studies Program consists of the First-Year Experience: Encounters and the Distribution Requirements. The First-Year Experience 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 First-Year Experience (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. Two courses totaling at least six credits designated as fulfilling the requirement in alternative voices. These courses include: General Studies 245; Anthropology 219, 231, 233, 238, 241, 247, 248, 249, 257, 258, 259, 358; Art History 243, 245, 246, 247, 248, 353; Asian Studies — all courses; Chinese — all courses; Classics 140; Education 348, 360; English 376; Environmental Studies 353; French — courses numbered above

210; Gender Studies 100, 110-119, 300-309, 326; German — courses numbered above 206; History 109, 110, 112, 114, 127, 128, 188, 209, 210, 212, 217, 218, 219, 220, 223, 226, 230, 241, 247, 248, 254, 268, 283, 287, 288, 300, 301, 310, 319, 321, 322, 323, 325, 332, 344, 346, 349, 370, 371, 381, 382, 384, 387, 389, 393, 488, 490, 494, 495; Japanese — all courses; Music 160, 354; Philosophy 225, 235, 332; Politics 228, 242, 258, 259, 311, 318, 319, 325, 328, 329, 334, 335, 338, 348, 359, 367; Psychology 239, 309, 319, 335, 336; Race and Ethnic Studies 301; Religion 109, 207, 209, 217, 221, 222, 250, 251, 287, 315, 330, 345, 347, 349, 358, 368, 369; Rhetoric 240, 325, 340; Sociology 258, 267, 271, 318, 319, 369, 370; Spanish — courses numbered above 206; World Literature 200, 317, 320, 325, 326, 327, 328, 329, 330, 339, 349, 350, 357, 359, 381.

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 Off-Campus Studies Office or the General Studies Committee.

2. 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.
3. A minimum of six credits in the humanities. This requirement is satisfied by courses in classics; English (except 150, 250, 251, 310, 320, 321, 322, 389); Environmental Studies 247, 340, 347, 349, 358, 360; foreign languages and literatures; Linguistics 107; 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.*
4. 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, 389; Environmental Studies 347; and Rhetoric and Film Studies 110, 165, 250, and 360;

courses designated Independent Study may not be used to satisfy the fine arts distribution requirement. *A student may not use more than eight credits from any one department to satisfy the requirements in humanities and fine arts.*

5. 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.
6. One course of three or more credits in quantitative analysis. This may be met by the following courses: Mathematics — all courses; Astronomy 110, 177, 178, 179; Biology 228; Chemistry 100, 102, 125, 126, 140; Economics 227, 327, 479; Environmental Studies 207; Geography 350; Music 327; Philosophy 109; Physics 101, 102, 103, 105, 155, 156, 165, 166, 245, 246, 385, 386; Psychology 210; Sociology 208.

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. In the event that the same cross-listed class applies to different distribution areas, the course may be applied to either distribution area referenced by the indicated departmental registration rubric. For example, Classics 224 cross-listed with Art History 224 may be applied to the fine arts or humanities distribution area.

Distribution Requirements may not be satisfied by credits obtained for work in the high school (e.g., Advanced Placement, International Baccalaureate). With the exception of Economics 493/494, 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 First-Year Experience unless, upon appeal, the Board of Review finds that they have passed comparable courses at another institution.

145, 146 Encounters (The First-Year Experience)

4, 4 **Staff**

A two-semester introduction to the liberal arts and the academic construction of knowledge. Organized around a variable theme, this course takes as its broad topic the examination of encounters between peoples and cultures, and the formation and transformation of dominant and competing worldviews. The study of primary sources, discussion, writing, and the construction of knowledge across academic fields will be emphasized. The two semesters will be taught as a single year-long course. The P-D-F grade option may not be elected for this course. The theme for the 2010-2011 academic year will be "Encounters Ancient and Modern."

245 Critical Voices

4, 4 **Staff**

This one-semester extension of the First-Year Experience 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 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, and/or class within Europe and North America. *Prerequisites:* General Studies 145 and 146.

Courses of Instruction

Anthropology

Chair, Fall 2010: Gary Rollefson

(on Sabbatical, Spring 2011)

Chair, Spring 2011: Jason Pribilsky

(on Sabbatical, Fall 2010)

Charles F. McKhann

Suzanne Morrissey *(on Sabbatical, Fall 2010)*

Known as the "holistic science of humankind," anthropology attempts to understand socio/cultural systems in the broadest of comparative perspectives. Anthropology seeks to examine the differences between the vast varieties of existing human societies and to explain their development from simplest beginnings 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). These courses are open to students of all levels.

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

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

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

101 Paleoanthropology: An Introduction to Archaeological and Physical Anthropology

4, x **Rollefson**

A basic introduction to the goals, concepts, and methods of archaeological and physical anthropology. Human origins, evolution, and modern variation are the focus of physical anthropology. Archaeology will be examined as a means of reconstructing extinct cultures. The broad evolution of culture from the 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 **Morrissey**

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 2010-11

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.

231 Archaeology of South America 4; not offered 2010-11

A survey of the archaeological evidence in South America from the earliest occupations until European conquest in the 16th century A.D. 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.

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 A.D. 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.

238 The Archaeology of Mesoamerica 4; not offered 2010-11

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.

239 Prehistoric Archaeology of Europe 4; not offered 2010-11

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

241 Culture, Health, and Indigenous Development in the Andes 4; not offered 2010-11

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

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

247 Special Topics in Peoples and Cultures 1-4

248 Native Cultures of North America 4; not offered 2010-11

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 precontact 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.

249 Prehistoric Background to Western Civilization 4; not offered 2010-11

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.

257 Chinese Society and Culture 4, x

McKhann

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.

258 Peoples of the Tibeto-Burman Highlands
x, 4 **McKhann**

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

259 Culture, Power, and Identity in the Andes
4; not offered 2010-11

An anthropological introduction to the history and culture of the highland Andes region of South America. The first portion of this course assesses the importance and legacy of pre-Columbian societies (Inca, in particular) toward an understanding of the Andes region today, as well as the challenges of Spanish conquest and the culture of colonialism. We also will consider the role of mountain geography for shaping cultural patterns. The remainder of the course will be devoted to exploring contemporary ethnography of the region (in modern countries of Bolivia, Ecuador, and Peru). Topics may include: violence and terror, indigenous movements and indigeneity, health and development, gender, migration, social movements and civil engagement, environmental degradation, and globalization.

305 Archaeology Method and Theory
4, x **Rollefson**

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

312 Ethnographic Film
4, x **McKhann**

An introduction to the history, theory and practice of ethnographic film and video. The course is divided into two parts. Students view, read about, discuss, and review a series of classic and contemporary ethnographic films, while simultaneously producing their own in small groups using resources from the college's Media Development Lab. *Prerequisite:* Anthropology 102 or consent of instructor.

317 Language and Culture
4; not offered 2010-11

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
x, 4 **Pribilsky**

The course will trace the development conceptually and historically of explanatory theory for sociocultural phenomena from the discipline's origins in classical thought up through the challenges of post-modernism and post-structuralism in the 1980s. "Schools" of thought such as Racism, Environmental Determinism, Marxism, Cultural Evolutionism, French Structuralism, cognitive science, cultural ecology, and symbolic and interpretative anthropology are analyzed comparatively to emphasize the contribution of each to an emergent synthetic theory of culture. Anthropology majors must take 318 prior to the start of their senior year. Anthropology 318 is a prerequisite for taking Anthropology 490. Three periods per week. *Prerequisite:* eight hours of anthropology or consent of instructor.

324 Myth and Religion in Traditional Societies
4; not offered 2010-11

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 2010-11

A seminar exploring the relations between anthropology and history, in theory and practice. Readings will include short essays and about six to eight monographs by leading social historians and historical anthropologists, in roughly equal proportion. Past authors have included Bernard Cohn, Peter Burke, Marshall Sahlins, Fernand Braudel, Greg Dening, Jonathan Spence, Sherry Ortner and others. Open to all students, but intended especially for upper-level history and anthropology majors.

328 Medical Anthropology
x, 4 **Pribilsky**

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

**337 Regional Ethnographic Fieldwork:
Researching and Writing Culture
4; not offered 2010-11**

This course, run as a workshop-seminar, introduces students to the ins and outs of ethnographic research, from research design to ethics and writing. Focused around a different research topic or problem in eastern Washington chosen each year the course is taught (e.g., housing, health care for the poor and uninsured, food security), students will devise an ethnographic research project amendable to the employment of a variety of ethnographic methods. Methods may include: mapping, linguistic/discourse analysis, focused observation, ethnographic interviewing, and focus groups. Technical readings on ethnographic methods, ethics, and writing will be supplemented with critical readings from anthropology and related fields germane to the particular year's topic of study. Assignments will include short papers and a final ethnographic report. *Prerequisites:* Anthropology 102 or consent of instructor.

**339 Ethnographic Research and Writing
4; not offered 2010-11**

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

**347 Special Topics in Anthropology
1-4**

**349 Urban Life: Readings in the
Anthropology of Cities
4; not offered 2010-11**

An upper-level introduction to the subfield of urban anthropology using ethnographic examples that explore the form and quality of urban life in the United States, Europe, and selected nonwestern cultures. Case studies will be read to assess the varying theories and methods applied in anthropological analyses of cities, their significance in the broader field of urban studies, and the provocative themes that emerge such as social networks, violence, health and disease, and homelessness. The course examines contemporary U.S. "inner city" problems, rapidly urbanizing cities in the developing world, and trends in today's emerging "global cities."

**358 Sex and Gender in Anthropological
Perspective
4; not offered 2010-11**

An introductory survey of 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.

**360 The Cultural Politics of Science
4; not offered 2010-11**

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

**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 Applied Theory Seminar 4, x

McKhann

The goal of this course is to help students further explore the role of social theory and its relevance to the development of anthropological research. In a seminar setting, students will read and critically discuss a number of contemporary anthropological monographs possessing exemplary theoretical, methodological and empirical sophistication. Short written assignments will supplement in-class discussion. As a secondary goal, students will craft and workshop a proposal for their own thesis research. Required of, and only open to, senior anthropology majors who have successfully completed Anthropology 318.

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

Chair: Charles Timm-Ballard
Michelle Acuff
Mare Blocker
Charly Bloomquist
Joseph Page
MaLynda Poulsen-Jones

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

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

Major requirements: A minimum of 35 credits including: Art History 103, Art History 229 and one course dealing with nonmodern art history (e.g. Asian Art, Renaissance Art, Greek and Roman Art, Aesthetics); Studio Art 110, 115; 130 or 160; one other beginning-level

studio art class, one intermediate-level studio art class, one advanced-level studio art class in the area of concentration, Studio Art 480, 490. The completion of Art History 229 is a prerequisite for 480 and 490.

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

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

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

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

101, 102 Special Projects 2-3

Projects selected by studio art faculty for the beginning student to work in a group in a specific field or topic. *Fee* required for book arts (\$100), ceramics (\$150), painting (\$120), photography (\$175), printmaking (\$120), or sculpture (\$150). *Prerequisite:* consent of instructor. Projects to be offered will be announced prior to registration.

110 Introduction to Visual Art Practices 3, 3

Staff

Introduction to the basic languages supporting contemporary fine art practices. Basic visual and spatial skills will be developed through the creation and critique of various assigned problems. Basic languages of production and critique used in a variety of 2-D and 3-D media will be explored with the goal of preparing students to become complex and articulate visual thinkers. This is a lecture/demonstration course that will include slide lectures, demonstrations, and have a series of assigned problems. This course is open to first- and second-year students, or by consent of instructor. *Fee:* \$75.

115 Beginning Drawing 3, 3

Staff

Introduction and exploration of the basic techniques of drawing while refining perception skills using various media such as graphite, chalk, charcoal, conté, watercolor, and ink. A creative approach will utilize the elements of line, shape, texture, value, volume, and color. Various basic compositional effects will be

explored through the use of the figure, landscape, and still life as a point of departure. Daily assignments and outside projects and critiques. Two two-hour studio sessions per week. *Fee:* \$75.

123 Beginning Photography

3, x

Bloomquist

Traditional Wet Lab. Provides a working knowledge of the mechanics of the camera and the basic skills necessary to develop black and white film and print fine art photographs. Assignments and classroom critiques also will consider various issues in photography such as composition, point of view, documentation, and the relationship of the subject and viewer. In addition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week. *Fee:* \$175.

125 Beginning Digital Printing

3, x

Bloomquist

Fine Art Digital Printing. Images will be gathered using cameras and scanners. Aspects of Lightroom and Photoshop will be used to produce fine art digital prints. Assignments and classroom critiques will consider various issues in photography such as composition, point of view, documentation and the relationship of the subject and viewer. In addition the students will participate in a group show of their works. Two two-hour studio sessions per week. *Fee:* \$175.

130 Beginning Ceramics

3, 3

Page

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. *Fee:* \$150.

140 Beginning Book Arts

3, 3

Blocker

A hands-on introduction to the art and history of the handmade book. An historical overview paired with an in-depth look at contemporary book art. Students will learn to set type, to print both text and images on a Vandercook proof press, and to fabricate numerous bookbinding structures. A wide range of image-making processes, both on-press and off, will be explored. Students will embark on their own book projects, including several class collaborations. *Fee:* \$100.

160 Beginning Sculpture

3, 3

Acuff

Three-dimensional art. Emphasis on the basics of three-dimensional design, how creative ideas are formed and why this approach to art is chosen by artists. Degrees of depth are explored ranging from drawing and relief to work in the round. Techniques and media explored include clay modeling, plaster casting, metal work and construction with mixed media. Two two-hour sessions per week. *Fee:* \$150.

167 Beginning Painting

3, 3

Timm-Ballard

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:* \$120.

170 Beginning Printmaking

3, x

Blocker

This course will explore the basic skills and techniques of printmaking as a vehicle for visual expression. Various processes will be covered and may include intaglio, relief, lithography, and/or serigraphy. Two two-hour studio sessions per week. *Fee:* \$120.

180 Beginning New Genre Art Practices

3, 3

Staff

This course serves as an introduction to recent and emerging new genres in the practice of fine art. Through lecture, discussion, demonstration and practice, students will gain familiarity with a range of contemporary formats including video art, installation, digital sound, the Internet, conceptual and/or performance actions. Emphasis is placed on creating meaning in art through the use of one or more new genre formats. Instruction includes the demonstration of sound, image, and archiving software, theme-based discussions in contemporary art, film screenings, and a series of assigned technical problems. *Fee:* \$150.

201, 202 Special Projects

2-3

Projects selected by studio art faculty for the intermediate student to work in a group in a specific field or topic. *Fee* required for book arts (\$100), ceramics (\$150), painting (\$120), photography (\$175), printmaking (\$120), or sculpture (\$150). *Prerequisite:* consent of instructor. Projects to be offered will be announced prior to registration.

215 Intermediate Drawing

3, x

Staff

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. *Prerequisite:* Studio Art 115 or consent of instructor. *Fee:* \$75.

223 Intermediate Photography

x, 3

Bloomquist

Traditional Wet Lab Photography will be further explored. Using a variety of film types, we will explore 35mm, medium format, and 4x5 photography. Film will be processed by hand and prints will be made on traditional silver gelatin paper. Assignments and classroom critiques will consider and experiment with various issues in photography. In addition to weekly

assignments, students will participate in a group show of their works. Two two-hour sessions per week. *Prerequisite:* Studio Art 123 or consent of instructor. Offered every other year. *Fee:* \$175.

225 Intermediate Digital Printing **3; not offered 2010-11**

Fine Art Digital Printing will be further explored. Images will be gathered using cameras and scanners. Darkroom aspects of Photoshop will be used to creatively manipulate images so that fine art digital prints can be produced. In addition to weekly assignments and critiques, students will participate in a group show of their works. Two two-hour sessions per week. *Prerequisites:* Studio Art 125 or consent of instructor. Offered every other year. *Fee:* \$175.

230 Intermediate Ceramics

3, x **Page**
A continuation of the creative development of both functional and nonfunctional forms. Advanced forming processes introduced. The formulation of clay bodies, glazes and their preparation, testing and application. Kiln loading and firing practices. Two two-hour sessions per week. *Prerequisite:* Studio Art 130 or consent of instructor. *Fee:* \$150.

240 Intermediate Book Arts

x, 3 **Blocker**
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. *Prerequisite:* Studio Art 140 or consent of instructor. *Fee:* \$100.

260 Intermediate Sculpture

3, x **Acuff**
The development of and exploration of formal and conceptual approaches to sculpture. Issues in contemporary sculpture will be explored. The use of wood, metals and plaster will be explored along with less traditional approaches to creating work including use of found objects, mixed media, performance and group projects. Two two-hour sessions per week. *Prerequisite:* Studio Art 160 or consent of instructor. *Fee:* \$150.

267 Intermediate Painting

x, 3 **Timm-Ballard**
Designed to follow beginning painting and design for the student who desires to develop further experience in painting. Painting techniques in acrylics and oils, the development of personal style and imagery, and self- and group-evaluation methods. Two two-hour studio sessions per week. *Prerequisite:* Studio Art 167 or consent of instructor. *Fee:* \$120.

270 Intermediate Printmaking

x, 3 **Blocker**
This course will explore intermediate level skills and techniques of printmaking as a vehicle for visual expression including nontraditional approaches. Various processes will be covered and include intaglio,

relief, lithography, and/or serigraphy. Two two-hour studio sessions per week. *Prerequisite:* Studio Art 170 or consent of instructor. *Fee:* \$120.

280 Intermediate New Genre Art Practices

3, x **Staff**
This course continues the critical exploration of recent and emerging new genres in the practice of fine art. Through lecture, discussion, demonstration and practice, students advance their familiarity with a range of contemporary formats including video art, installation, digital sound, the Internet, conceptual and/or performance actions. Emphasis is placed on creating meaning in art through the use of one or more new genre formats. Instruction includes the demonstration of sound, image, and archiving software, theme-based discussions in contemporary art, film screenings. Students independently complete and present at least one larger scale artwork in a new genre format. *Prerequisite:* Studio Art 180 or consent of instructor. *Fee:* \$150.

301, 302 Special Projects

2-3
Projects selected by studio art faculty for the advanced student to work in a group in a specific field or topic. *Fee* required for book arts (\$100), ceramics (\$150), painting (\$120), photography (\$175), printmaking (\$120), or sculpture (\$150). *Prerequisite:* consent of instructor. Projects to be offered will be announced prior to registration.

315 Advanced Drawing

3, x **Staff**
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. Studio Art 315 may be repeated for credit. *Prerequisite:* Studio Art 215 or consent of instructor. *Fee:* \$75.

321, 322 Intermediate Independent Study

2-3, 2-3 **Staff**
Intermediate-level independent study within the areas of book arts/printmaking, ceramics, drawing/painting, new genre art forms, photography, or sculpture or other studio art practices at the intermediate level, under the supervision of one or more studio art faculty. *Prerequisites:* Studio Art 110, 115, or 215 and at least the beginning course in the area that the independent study is proposed and consent of supervising instructor. *Fee* required for book arts (\$100), ceramics (\$150), painting (\$120), photography (\$175), printmaking (\$120), or sculpture (\$150).

323 Advanced Photography

x, 3 **Bloomquist**
Traditional Wet Lab Photography — Alternative Processes. Images will be gathered using film, scanner, or digital camera. Large format negatives will be produced on acetate, and contact prints will be made on paper treated with light-sensitive materials. In ad-

dition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week. *Prerequisite:* Studio Art 223 or consent of instructor. Offered every other year. *Fee:* \$175.

325 Advanced Digital Printing 3; not offered 2010-11

Fine Art Digital Printing will be further explored. Images will be gathered using cameras and scanners. Darkroom aspects of Photoshop will be used to manipulate the images so that fine art digital prints can be produced. Each student will create a portfolio of prints from a subject of their choice. Two two-hour sessions per week. *Prerequisites:* Studio Art 225 or consent of instructor. Offered every other year. *Fee:* \$175.

330 Advanced Ceramics

3, x **Page**

Further exploration and development through the use of clay as a medium. Contemporary issues in ceramics and the use of other media along with clay are introduced. Two two-hour sessions per week. Studio Art 330 may be repeated for credit. *Prerequisite:* Studio Art 230 or consent of instructor. *Fee:* \$150.

340 Advanced Book Arts

x, 3 **Blocker**

Further development and exploration in the use of various traditional and nontraditional book arts methods. The student's individual interests and directions will be taken into account. Studio Art 340 may be repeated for credit. *Prerequisite:* Studio Art 240 or consent of instructor. *Fee:* \$100.

360 Advanced Sculpture

3, x **Acuff**

Further development and exploration of formal and conceptual approaches to sculpture. The use of a variety of materials, techniques, and directions will be encouraged. Two two-hour sessions per week. Studio Art 360 may be repeated for credit. *Prerequisite:* Studio Art 260 or consent of instructor. *Fee:* \$150.

367 Advanced Painting

x, 3 **Timm-Ballard**

Acrylics and oils, with an emphasis on individual expression and responsibility for individual projects. A model is provided along with other thematic subjects for students to explore. Two two-hour studio sessions per week. Studio Art 367 may be repeated for credit. *Prerequisite:* Studio Art 267. *Fee:* \$120.

370 Advanced Printmaking

x, 3 **Blocker**

Various traditional and nontraditional print-making materials and methods. The student's individual interests and directions will be taken into account. Two two-hour studio sessions per week. Studio Art 370 may be repeated for credit. *Prerequisite:* Studio Art 270 or consent of instructor. *Fee:* \$120.

380 Advanced New Genre Art Practices

3, x **Staff**

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

421, 422 Advanced Independent Study

2-3, 2-3 **Staff**

Advanced level independent study within the areas of book arts/printmaking, ceramics, drawing/painting, new genre art forms, photography, or sculpture or other studio art practices at the advanced level, under the supervision of one or more studio art faculty. *Prerequisites:* Studio Art 110, 115, or 215 and at least the beginning course in the area that the independent study is proposed and consent of supervising instructor. *Fee* required for book arts (\$100), ceramics (\$150), painting (\$120), photography (\$175), printmaking (\$120), or sculpture (\$150).

480 Senior Studio Seminar

3, x **Timm-Ballard**

Contemporary issues in visual art will be explored through readings, discussion, and critique of written and visual assignments. This course will emphasize preparation for the thesis exhibition and oral defense. It also will address strategies for furthering the creative process after the student leaves college. *Prerequisite:* Art History 229, Studio Art 110, 115, and completion of an advanced level class in the area of concentration. *Fee:* \$100.

490 Thesis in Art Studio

x, 3 **Staff**

Open only to senior studio art majors except those registered for Studio Art 498. This course will meet twice a week during the spring semester (or final semester) of the senior year. Devoted to the preparation of a cohesive body of original work for the Senior Thesis Exhibition, a written artist statement, and an oral defense of the work will be required. *Prerequisite:* Studio Art 480, Studio Art 110, 115, and completion of an advanced-level course in your area of concentration. *Fee:* \$100.

498 Honors Thesis

3, 3 **Staff**

Designed to further independent investigation leading to the preparation of a written thesis and research project in the studio arts. Required of and limited to senior honors candidates in studio art. *Prerequisites:* admission as honors candidate in studio art plus Art

History 229, Studio Art 110, 115, and completion of advanced-level class in the area of concentration. *Fee* required matches fees associated with advanced class in area of concentration.

Art History and Visual Culture Studies

Chair: Dennis Crockett

Jan Bernabe

Bokyung Kim

Matthew Reynolds (*on Sabbatical, Fall 2010*)

The discipline of art history embraces aspects of a broad array of academic areas, including history, politics, philosophy, aesthetics, religion, anthropology, sociology, and literature. The visual culture of various parts of the world is investigated through a variety of perspectives in order to gain insight into human values, beliefs, and self-identity. Whitman College offers major and minor study programs in art history and visual culture studies.

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

The major: A minimum of 36 credits, including Art History 103, 490, at least one 300-level course and one nonwestern course. A maximum of two approved courses 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 and/or production of visual culture (including all studio art courses). The senior assessment, administered during the student's final semester, is a two-hour oral exam that focuses on course work in the major completed at Whitman.

The minor: A minimum of 18 credits, including Art History 103. With the approval of the department chair, one course from outside the department may be used to satisfy the minor requirements.

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. Short papers and/or presentations and exams required. Required for the art history and visual culture studies and studio art major and minor. Closed to seniors. Open to juniors by consent only.

218 Visual Culture of Renaissance Europe, 1250-1500

4, x

Crockett

A study of the production and reception of visual culture in Late Medieval and Renaissance Europe. This course calls into question traditional approaches to Renaissance art, and, based on recent scholarship, focuses on broader questions of the visualization of authority, wealth, and new forms of devotion. In place of tracing the stylistic development of famous artists, this course studies such issues as the design of new cities, the visual transformation of old cities, the rise of noble opulence, the emulation of noble opulence by non-nobles, and the development and transformation of sumptuary laws to (attempt to) maintain the social order. Two papers/presentations and two exams. Offered in alternate years.

224 Greek and Roman Art

x, 4

Vandiver

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

227 European Art: 1780-1880

4; not offered 2010-11

A study of the period in which art first became a public issue in cities throughout Europe due to regularly staged, state-sponsored exhibitions and the opening of state art collections. Emphasis on the political structures of the European art establishment and various artists' attempts to produce vital work regardless of the establishment. Issues to be discussed

include: the competing concepts of *the public*, the role of art criticism; the politics of landscape painting in Germany and England; art and socialism; modernity and the painting of *La vie moderne*. Three exams, a paper and class participation are required. Recommended: completion of Art History 103.

228 Modern Art: 1874-1945

x, 4

Crockett

This course approaches the history and historiography of Modern Art as problems in need of reevaluation. Beginning with the first history of modern art in 1904 a canon of movements, artists, artworks and theoretical writings was quickly and firmly established. The Museum of Modern Art, founded in 1929, institutionalized this canon. The theory and practice of Modern Art became further entrenched with the emergence of studio art programs in American colleges and universities. During the past four decades, however, many historians have focused on questions ignored by traditional historians of Modern Art. Some images will be studied, but primary and recent theory will be emphasized. Several short papers, presentations, and exams are required. *Recommended prerequisite:* completion of Art History 103.

229 Art Since 1945

x, 4

Reynolds

This course examines some of the issues raised by artists and critics since the end of World War II, including: the changing nature of the art object, how Modernism differs from Post-Modernism, the influence of technological developments on aesthetic practices and the role of popular culture, mass media and new methods of scholarship in challenging the distinctions between high and low art, the universality of meaning, the genius European male artist, the precious museum work. While the majority of the material is devoted to movements and figures from the United States and Europe, the course also will investigate “the margins” — those artistic practices that may have been overlooked by the mainstream, but which nevertheless have a broad cultural base in their respective communities. *Recommended prerequisite:* completion of Art History 103.

241 Environmental Aesthetics

4, x

Davis

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

243 Buddhist Art in Asia

4; not offered 2010-11

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

245 Chinese Art and Visual Culture

x, 4

B. Kim

This course will explore art, myth, and religion from ancient China to the collapse of the Qing dynasty in 1912. Introducing recent archaeological discoveries and using theoretical approaches, the course will offer a chance to investigate the intriguing relationship between statecraft and religion, and the roles of politics and patronage in art production. The Korean and Japanese responses to Chinese culture also will be discussed. Several short papers, presentations, exams and class participation are required.

246 The Art of India

4, x

B. Kim

This course will explore the art production in India from the Indus Valley civilization to the present through important recent archaeological discoveries that have challenged some of the long-lasting theories on Indian art. The arts mainly will be discussed in relation to their political, religious, and social contexts. The problems and issues that relate to the studies of Indian art, such as colonialism and nationalism, will be addressed. Several short papers, presentations, exams and class participation are required.

247 Monuments in Asia

4; not offered 2010-11

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

248 Ways of Seeing: Japanese Art and Aesthetics

x, 4

Takemoto

This class on Japanese aesthetics will focus on the literary, visual, and performing arts of Japan. As we survey the traditional arts of Japan, we will ask questions about what it means to be a craftsman, an artist, a performer, an archer, a monk/poet, or any person who has developed the skill “to see.” More specifically, this class will address the relationship between two subjects — Japanese Buddhism and the arts of Japan, and in particular, the arts related to the serving and receiving of tea. We will pay special attention to the relationship between the artistic process and Buddhist spiritual disciplines. Classes will meet for slide lectures,

discussions, and demonstrations of the Japanese tea ceremony in “Chikurakken,” the Whitman College tea room. Two examinations, oral presentations, and several short essays will be required. Two periods a week.

249 Aesthetics

4; not offered 2010-11

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

257A ST: Asian/American Visual Culture

4, x

Bernabe

This course will locate “the Asian body,” in all its corporeal, material, symbolic, and theoretical formations, within the American and Asian American visual archives, starting from the 19th century and working through to the present. Using both historical and thematic interdisciplinary approaches, the course will move through the history of Asian im/migration to the United States, domestic American and international expansion, and the emergence of U.S. empire in order to critically examine processes tied to formations of Asian/American racial identities and their political and cultural mobilizations through visual production. The course will look at the myriad ways “the Asian body” has shaped visual disciplinary technologies, American popular culture, and art practices. The course also will introduce students to contemporary Asian American art practices and criticism that addresses such issues as race, gender, sexuality, citizenship, post/colonialism, trans/nationalism, and diaspora.

258A ST: Queer Sexualities and Visual Culture

x, 4

Bernabe

The visual archives are sites where power relations are contested, bodies are disciplined and managed, and identities are constructed and mobilized. This course will examine issues of sex and sexuality within the study of art history and visual culture studies. In particular, this interdisciplinary course will pay close attention to lesbian, gay, bisexual, transgender, and queer issues as they relate to queer historiography, modern and contemporary art practices, and theoretical approaches to the study of disciplinary visual regimes and “the body,” power and subjectivity, the politics of race and representation, issues of in/visibility, homoerotics and homosociality, and queer spaces and desires. We will also critically examine the intersections of queer

sexuality and race, ethnicity, gender, trans/nationalism, and citizenship within art practices, criticism, and the study of visual culture.

351 Los Angeles: Art, Architecture, Cultural Geography

x, 4

Reynolds

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

352 Public Art

4; not offered 2010-11

Public art has been defined as “original works of art in any medium for temporary or permanent placement in outdoor (or indoor) settings and accessible to the public for their enjoyment.” This seminar will examine specific works and key concepts to question some of our shared assumptions about the value and role of art in public spaces. Who is “the public” for which the art is made? How are projects funded and built? Why do some works cause great controversy? To address these questions, we will discuss public art’s history as well as more recent important theories such as site-specificity, relational aesthetics, the Imaginary Museum, and the role of public art in urban revitalization. In so doing, we will examine specific projects in global art centers like New York, Paris, and Berlin while also paying attention to public art programs and works closer to home, in places like Seattle, Portland, and Walla Walla. *Prerequisite:* Art History 103 or consent of instructor.

353 Art of Southeast Asia

4, x

B. Kim

The art of Southeast Asia reflects the region’s ethnic, and religious diversity. This seminar will not only explore the diverse features of Southeast Asian art and architecture, but also discuss what Southeast Asian art shares, through recent scholarly research and archaeological discoveries that have challenged the basic assumptions in the past. Two exams, several short papers, presentations and class participation are required. *Prerequisites:* Art History 103 or consent of instructor.

355 German Visual Culture: 1871-1933

4; not offered 2010-11

A seminar focused on visual production during the Wilhelmine Empire and the Weimar Republic. Extensive reading of primary sources and recent

scholarship that address the ideological factors (e.g., prussianization, socialism, nationalism, cultural pessimism) behind such material issues as the creation of monuments, the transformation of interior design, the craft revival, and the origins of large-scale, suburban public housing. The course is based on student presentations and discussion, with various written assignments. *Prerequisite:* Art History 103 or consent of instructor. Offered in alternate years.

357-360 Seminar in Visual Culture Studies

4

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

421, 422 Individual Projects

2-3, 2-3

Staff

Projects for the advanced student in art history under supervision of the particular teacher concerned. *Prerequisites:* Art History 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

Crockett

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

493 Thesis in Art History

4, 4

Staff

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

498 Honors Thesis

4, 4

Staff

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

Asian Studies

Director: Charles McKhann, Anthropology
Shampa Biswas, Politics (*on Sabbatical,*
2010-11)

Brian Dott, History; *Chair, Division I*

Ashley Esarey, Politics

Donghui He, Chinese (*on Sabbatical,*
Spring 2011)

Bokyung Kim, Art History and Visual
Culture Studies

Gaurav Majumdar, English

Akira R. Takemoto, Japanese

Jonathan Walters, Religion; *Chair, Division II*

Deborah Wiese, Psychology

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.

Major Requirements: The Asian studies major consists of 53 credits divided into three main areas: language courses, required courses, and courses which fulfill area and subject distribution.

Language Courses: Asian studies majors must complete two years of an Asian language at Whitman (currently Chinese or Japanese), or the equivalent (16 credits). Language classes above 206 can be used to meet distribution credit requirements (see below). Students opting to take at least a full year (eight credits) of a second Asian language also may apply those credits to the distribution requirements. Students placing into second-year language classes will be exempted from eight credits from the language requirement. Students placing into third-year language classes or higher will be exempted from all 16 credits from this area.

Required Courses: All Asian studies majors must take Asian Studies 160, 490, and 492 or 498 (nine credits). In the final year students majoring in Asian studies must pass a senior assessment consisting of an oral defense of their thesis.

Distribution Courses: Asian studies majors

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

Subject Clusters (two classes, six to eight 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, six to eight credits, in at least two of the following areas and one class, three to four credits, in a third area):

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

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

- Anthropology 219 *Chinese Religion* (2, d)
 Anthropology 233 *Archaeology of East Asia* (1, 2, d)
 Anthropology 257 *Chinese Society and Culture* (2, d)
 Anthropology 258 *Peoples of the Tibeto-Burman Highlands* (2, 4, d)
 Art History 243 *Buddhist Art in Asia* (2, 3, b)
 Art History 245 *Chinese Art and Visual Culture* (1, 2, 4, b)
 Art History 246 *The Art of India* (3, b)
 Art History 247 *Monuments in Asia* (1, 2, 3, b)
 Art History 248 *Ways of Seeing: Japanese Art and Aesthetics* (1, b)
 Studio Art 301, 302 *Special Projects in Asian Art* (b)
 Asian Studies 200 *Summer Seminar in Chinese Studies* (2)
 Asian Studies 201 *ST: The Sinhala Language* (cross listed as World Literature 201) (3, b)
 Chinese 310 *Conversational Chinese II* (summer) (2, a)
 Chinese 250 *Chinese Poetry* (2, b)
 Chinese 305, 306 *Third-Year Chinese* (2, a)
 Chinese 310 *Conversational Chinese III* (summer) (2, a)
 Chinese 405, 406 *Fourth-Year Chinese* (2, a)
 Chinese 491, 492 *Independent Study in Chinese Language* (2, a)
 History 109 *East Asian History to 1600* (1, 2, c)
 History 110 *East Asian History 1600 to the Present* (1, 2, c)

- History 127 *Islamic Civilization I: The Early and Medieval Islamic World* (4, c)
 History 128 *Islamic Civilization II: The Modern Islamic World: The Ottomans to Ararat* (4, c)
 History 241 *Early Japanese History* (1, c)
 History 247 *Early Chinese History* (2, c)
 History 248 *Topics in Asian History* (4, c)
 History 300 *Gender in Chinese History* (2, c, d)
 History 301 *East Asian Popular Religion* (3, 4, c)
 History 325 *Women and Islam* (4, c)
 History 343 *Traditional Chinese History* (2, c)
 History 344 *Modern Chinese History* (2, c)
 History 346 *Modern Japanese History* (1, c)
 History 349 *Topics in Asian History* (c)
 History 490 *Seminar in Asian History* (1, 2, c)
 Japanese 305, 306 *Third-Year Japanese* (1, a)
 Japanese 405, 406 *Fourth-Year Japanese* (1, a)
 Japanese 491, 492 *Independent Study in Japanese Language* (1, a)
 Politics 359 *Gender and International Hierarchy* (2, 3, 4, d)
 Politics 400 *Contemporary Chinese Politics* (2, d)
 Politics 401 *Chinese Foreign Policy* (2, d)
 Politics 402 *Democracy in Asia* (1, 2, 3, d)
 Psychology 347 *Japanese Psychology* (1, d)
 Religion 207 *Introduction to Islam* (4, c)
 Religion 217 *Qur'an* (4, c)
 Religion 221 *South Asian Religions I: The Formative Period* (3, b, c)
 Religion 222 *South Asian Religions II: The Classical Period* (3, b, c)
 Religion 250 *Buddhist Civilizations in Asia I: South and Southeast Asia* (3, b, c)
 Religion 251 *Buddhist Civilizations in Asia II: Central and East Asia* (1, 2, 4, b, c)
 Religion 347 *The Buddha* (2, 3, b, c)
 World Literature 327 *Classical Japanese Literature* (1, b)
 World Literature 328 *Haiku and Nature in Japan* (1, b)

160 Introduction to Asian Studies

x, 4

B. Kim

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

200 Special Topics: Summer Seminar in Chinese Studies

2

Course offered at the Whitman Summer Studies in China program. Taught in China over a period of

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

200 Summer Seminar in Chinese Studies: Introduction to the Peoples and History of Yunnan
2; Summer 2011

McKhann

This course provides a general introduction to the peoples and history of Yunnan Province. Site of the Whitman Summer Studies in China Program (see also Chinese 110, 210 and 310), Yunnan is the most ethnically diverse province in China, and among the last to be incorporated into the former empire. This seminar will introduce students to the major ethnic divisions in the province, their cultural differences, and their histories of interaction with each other and with the Han Chinese. We also will cover provincial geography, and the history and architecture of the capital city, Kunming. Regular field trips in and about Kunming during the first four weeks of the program will be followed by an intensive two-week tour of northwest Yunnan, where we will learn first hand about Bai, Tibetan, Naxi, Pumi, and Yi ethnic groups. *Prerequisites*: admission to the Whitman Summer Studies in China program.

201-204 Special Topics: Intermediate Level
4

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

201 ST: The Sinhala Language
x, 4

Walters

This course is designed to introduce students to the history, literature, and structure of Sinhala, the language of about 18 million Sri Lankans, as a window onto the substantive history and characteristics of South Asian (Sanskritic) languages, and more general questions about language in culture and history. The course will be based on discussion of primary texts in translation and secondary scholarship, punctuated by general lectures for context and periodic sections devoted to actual language learning in the service of discussion topics. Students with previous background in Sinhala or another South Asian language, including Sanskrit, are encouraged to consult with the instructor to design independent work at their level of proficiency, but no previous background is assumed. Open to all students. May be elected as World Literature 201. Distribution areas: humanities, alternative voices.

301 Special Topics: Advanced Level
4

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 in Asian Studies
3, x

Doff

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

492 Thesis
x, 2

Staff

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

498 Honors Thesis
x, 2

Staff

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

Astronomy

Chair: Andrea K. Dobson
 Nathaniel Paust

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 also have designed individual combined majors such as astronomy-mathematics.

The Astronomy major: Astronomy 177, 178, 179, 310, 320, 330, at least four credits from 340, 350, 380, 391, 392, and at least four credits from 490, 498; Physics 155 or 165, 156

or 166, 245, 246, 255, 256; Mathematics 125, 126, 225, 235; introductory courses in geology and computer programming are strongly recommended. In the final semester the student must pass a senior assessment consisting of a comprehensive written examination and an approximately one-hour oral exam.

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

The Astronomy-Geology combined major: Astronomy 177, 178, 179, two credits of 490, one of the following: 310, 320, 330, 340, 350, 380, and at least two additional credits in courses numbered 310-392; either Geology 110, 120, or 210, and 227, Geology 343, 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 also are required. Mathematics 167, 225, 235, 236, 244, Chemistry 126, 136, and Physics 245, 246, 255, 256 are strongly recommended. In the final semester the student must pass a senior assessment consisting of a two-part comprehensive written examination and an approximately one-hour oral exam conducted jointly by astronomy and geology faculty.

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

The Physics-Astronomy combined major: Astronomy 177, 178, 179, 310, 320; at least two credits in any of the following: 330, 340, 350, 380, 391, 392 or 490; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480 or BBMB 324; Mathematics 225, 235, 236, and 244. Additional physics

courses, Mathematics 167, 300, 367, and 368 are strongly recommended. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas. In the final semester the student must pass a senior assessment consisting of a two-part comprehensive written examination and an approximately one-hour oral exam conducted jointly by physics and astronomy faculty.

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

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

110 Principles of Astronomy

4, 4

Paust

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.

120 Current Problems in Astronomy

2; not offered 2010-11

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 110.

177 Sky and Planets

x, 4

A. Dobson

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**4; not offered 2010-11**

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 2010-11**

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 midterm examination. *Prerequisites*: Astronomy 178 and Physics 156 or 166, or consent of instructor. *Recommended*: Physics 245. Offered in alternate years with Astronomy 320.

320 Galactic Astronomy**4, x****Paust**

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

330 Cosmology**x, 4****Staff**

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

340 Interstellar Medium**4; not offered 2010-11**

Intended for majors in astronomy, physics-astronomy and related sciences. The study of the

interstellar medium: composition and distribution of dust and gas, interactions with magnetic fields, and observational methods. Several problem sets, exams, research paper. *Prerequisites*: Astronomy 178 or 179, and Physics 245, or consent of instructor.

350 Planetary Science**4; not offered 2010-11**

Intended for majors in astronomy, astronomy-geology and related sciences. The study of solar system objects: interiors, surfaces, atmospheres, and orbital mechanics. Several problem sets, exams, research paper. *Prerequisites*: Astronomy 177, Physics 155 or 165, and Geology 110 or 120, or consent of instructor.

380 Special Topics in Astronomy**4**

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

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

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****Staff**

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)

Director: Daniel M. Vernon

Douglas H. Juers

James E. Russo

The program in biochemistry, biophysics, and molecular biology (BBMB) offers interdisciplinary courses and a major at the interface of the physical and biological sciences. The curriculum focuses on the understanding of biological processes at the molecular level and

seeks to prepare students to enter the rapidly developing fields of biotechnology, biomedicine, and structural biology. The BBMB courses will serve as major requirements in BBMB, biology, chemistry, and physics. Courses in the BBMB major apply to the science and quantitative analysis (selected courses) distribution areas.

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

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

324 Biophysics

x, 3

Juers

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

325 Biochemistry

x, 3

Russo

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

326 Molecular Biology

3, x

Vernon

The second semester of a yearlong sequence on the biochemistry and molecular biology of the living cell. Topics include a detailed examination of DNA and

RNA, the mechanisms of DNA replication, transcription and translation, the control of gene expression in prokaryotes and eukaryotes, the molecular biology of viruses, oncogenes/cancer, mobile genetic elements, and genomics. Three lectures per week. *Prerequisites:* Biology 205 and BBMB 325.

334 Biophysics Laboratory

x, 1

Juers

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

335 Biochemistry Laboratory

x, 1

Russo

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

336 Molecular Biology Laboratory

1, x

Vernon

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

400 Senior Seminar

x, 1

Juers, L. Knight, Russo, Vernon

The senior seminar will serve as the capstone of the major by providing a forum for all seniors to make a full-length oral presentation. Each student will describe the background, methodologies, and experimental results of the senior research project and respond to questions and critiques of his or her peers. Required of BBMB seniors. Open to other students with consent of instructors.

430 Current Topics in Biochemistry:

Infectious Disease

3; not offered 2010-11

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

**490 Senior Research
1-3, 1-3****Staff**

Each student will collect data and write a thesis on his or her research in accepted scientific style. One or more initial drafts of the thesis will be required before the final version is due in the last week of classes. Each student also will 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

Chair: Delbert W. Hutchison

Heidi E. M. Dobson	Christopher S. Wallace
Kendra J. Golden	<i>(on Sabbatical, Spring 2011)</i>
<i>Chair, Division III</i>	
Kate Jackson	Ginger S. Withers
Leena S. Knight	<i>(on Sabbatical, Spring 2011)</i>
Thomas A. Knight	
Timothy H. Parker	Paul H. Yancey
Daniel M. Vernon	<i>(on Leave, Fall 2010)</i>
	Peter Zani

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

A student who enters Whitman without any prior college-level preparation in biology will have to complete 51 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 34 credits in biology, including Biology 111, 112, 205, 206; 215 or 277; 303 and 304 or 305 and 306; 310 or 330, 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; followed by (in order) Biology 112; Chemistry 245; Biology 205, 206; 215 or 277; 303 and 304 or 305 and 306; and 310 or 330. For those planning to pursue most graduate programs in biology, a year of physics (with labs), additional organic chemistry, a year of foreign language, Mathematics 128, and competency with computers are highly recommended.

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

The Biology-Geology combined major: Biology 111, 112, 205; 215 or 277; 310 or 330, and at least four additional credits in biology and/or BBMB courses numbered 200 or above; either Geology 110, 120, or 210; and 227; either Geology 312, Geology 321, or Geology 368; and 343, 346, 350, 470 and a minimum of one credit in 358; either three credits of Geology 480, 490, or 498 or three credits of Biology 489, 490, or 498; Chemistry 125, 126, 135, 136 or Chemistry 140; 245; Mathematics 125, 126 or statistics (Mathematics 128, Biology 228, Economics 227, Psychology 210, Sociology 208). Two semesters of physics and field experience are strongly recommended. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

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

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

111 Biological Principles

4, 4 Fall: T. Knight; Spring: Zani

The general principles common to all life. Topics are: chemical basis of life and cellular metabolism, cell and tissue structure and function, mitosis and meiosis, information storage and retrieval, and life support mechanisms. Although designed as an introduction to the major, nonmajor students are welcome. Laboratories will consist of exercises illustrating the principles covered in lecture. Three lectures and one three-hour laboratory per week. *Prerequisites:* Chemistry 125 and 135; or 140. *Corequisites:* Chemistry 126 and 136 (unless Chemistry 140 previously completed). *Lab fee:* maximum \$20.

112 The Biological World

4, 4 H. Dobson and Jackson

A survey of the major groups of prokaryotic and eukaryotic organisms. The evolutionary history of living organisms is traced from the most simple prokaryotes to the highly complex plants and animals. Parallel trends and adaptations are discussed in addition to the unique features of each group. Laboratories consist of the examination of the structure and characteristics of the major groups. No prerequisites but prior completion of Biology 111 or the equivalent is recommended. Three lectures and one three-hour laboratory per week. *Lab fee:* maximum \$20.

115 Regional Natural History

x, 4 Parker

The natural history of environments in and around Walla Walla County. Designed for nonscience majors with special applicability for environmental studies majors. The course will emphasize applying basic ecological principles to the interpretation of the processes shaping biological communities. The core of the class will be weekly trips in which we develop and apply skills in observing and interpreting local environments from the Columbia River to the Blue Mountains. Through this process, students will become familiar with common plants, animals, and ecological communities of the region. Two one-hour lectures and one five-hour field trip per week. Field trips begin at 11 a.m. and extend through the lunch hour and into the afternoon. Offered in alternate years.

120 Human Anatomy and Physiology 4; not offered 2010-11

Designed for the nonbiology major. Lectures will focus on the structures and functions of organ systems responsible for maintenance, reproduction and regulation of the human body, including their evolutionary origins and their major malfunctions such as caused by diseases. Laboratories will parallel the lectures to reinforce processes introduced in lecture, will include students as test subject (e.g., measuring temperature, respiration, electrocardiograms, etc.), and may include dissection of preserved animals. Three lecture or discussion hours and one three-hour laboratory per week. May not be taken for credit by those who have completed Biology 310. *Lab fee:* maximum \$20.

122 Plant Biology

x, 3 H. Dobson

A field-oriented course, designed for the nonmajor, that provides a basic introduction to the biology of plants, examines their ecological adaptations to different habitats, and discusses current issues. In the laboratories, students will explore aspects of plant form and growth, delve into attributes of plant communities, acquire basic skills for plant identification, and learn to recognize on sight the most common plant families in the western United States. One lab will be substituted by a field trip, and all students will be required to make a plant collection. Two lectures, one discussion, and one three-hour laboratory per week. *Lab fee:* maximum \$20.

125 Genes and Genetic Engineering 2; not offered 2010-11

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

127 Nutrition

3; not offered 2010-11

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

130 Conservation Biology

4; not offered 2010-11

An introduction to the dynamic and interdisciplinary world of biological conservation. Fundamental principles from genetics, evolution, and ecology will be discussed and then applied to problems including extinction, species preservation, habitat restoration, refuge design and management, human population growth and its myriad impacts on our environment.

Three one-hour lectures and one three-hour laboratory per week. *Prerequisites*: none. Designed for nonscience majors with special applicability for environmental studies majors. *Lab fee*: maximum \$20.

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

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

172 ST: Cryptozoology x, 2

Jackson

Cryptozoology is the study of animals believed to be legendary, extinct or otherwise non-existent by mainstream biology. Famous examples are the Loch Ness Monster and the Yeti, but many lesser known examples such as the Queensland tiger and the Lake Champlain monster also exist. Material to be covered would include animals once believed to be mythical, extinct or hoaxes but later proven to be real, such as the duck-billed platypus (until 1800), the gorilla (until 1847) and the coelacanth (until 1938), as well as animals once believed to be real but later exposed as hoaxes, such as mermaids and, as recently as 1953, Piltown man. The seminar will involve critical reading of primary texts, pinpointing of flaws in logical reasoning, and the exploration of such questions as "What makes a science different from a pseudoscience?"; "Is the search by modern biologists/taxonomists for species previously unknown to science fundamentally different from cryptozoology?"; and "How should scientists strike a balance between open-mindedness and credulity?" Distribution area: science.

177 Ecology of the American West 4, x

Brick

This course will explore the adaptations and relationships of organisms to their abiotic and biotic environments, with focus on the varied ecosystems of the Hells Canyon region of northeastern Oregon and the high desert ecosystems of northern New Mexico. Students will come to understand the forces impacting, and the impact of, individual organisms as they exist over time and space, as parts of higher levels of ecological constructs including the population, community, and ecosystem. A significant proportion of the class will be spent in the field quantifying vegetative associations and a selection of the fauna inhabiting those associations. The course is team-taught sequentially over two intensive, two-week periods. Laboratory sessions consist primarily of fauna and flora identification, ecological monitoring techniques including vegetative plot monitoring, dry pitfall monitoring, and avian transect monitoring. Environmental studies majors may substitute this course for Biology 130 or 115, as a foundation course in the sciences, with a lab, to satisfy environmental studies major requirements.

Prerequisites: required of, and open only to, students accepted to Semester in the West.

178 Fundamentals of Marine Biology 3; not offered 2010-11

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

179 Fundamentals of Marine Biology Field Trip 1; not offered 2010-11

A week-long trip to a coastal location during spring break. Normally the trip will be to the University of Washington Friday Harbor Laboratories on San Juan Island, where we will trawl subtidal habitats on a research ship, investigate intertidal communities at various sites on the island, and conduct observations and experiments in a laboratory. There is a \$200 fee for food and lodging on the San Juan trip. However, in some years, other locations may be used, with a higher fee. Designed for nonbiology majors and may not be taken for credit by those who have completed Biology 279. May be taken concurrently with Biology 178. *Prerequisite*: consent of instructor. Offered in alternate years.

205 Genetics 3, 3

Hutchison and Vernon

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

206 Genetics Laboratory x, 1

Vernon

Laboratory exercises in molecular and Mendelian genetics. Labs will include DNA isolation, amplification, and characterization, introductions to computer DNA analysis and genomics, and an extended project in Mendelian genetics, involving phenotypic observation and segregation analysis. One three-hour laboratory per week. Prior completion of Biology 205 is recommended, but not required. Biology 206 is not recommended for BBMB majors. *Pre- or corequisite*: Biology 205. *Lab fee*: maximum \$20.

212 Natural History of the Inland Northwest 4, x

Hutchison

This course will engage biology majors with the plants, animals and topography of a specific biotic province of our region (e.g., Blue Mountains or Walla Walla Valley) within the larger context of its geology and paleoecological history. The class will emphasize

field experiences and interpretation of ecological and evolutionary processes shaping our surroundings with discussion of current environmental issues facing the area. One three-hour class per week, eight six-hour labs, some overnight. *Prerequisites:* Biology 112; Biology 215 or 277 recommended (or concurrent). *Lab fee:* maximum \$20.

215 Plant Ecology **4; not offered 2010-11**

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. *Lab fee:* maximum \$20.

228 Biostatistics **3; not offered 2010-11**

This course will place a strong emphasis on conceptual understanding of statistical methods and their proper application to research questions in biology. We will cover descriptive, inferential and comparative statistics while highlighting hypothesis testing and appropriate experimental design. Topics will include parametric (normal) and nonparametric analyses of continuous and categorical variables to include t-tests, chi-square tests, correlation analysis, simple linear regression, and analyses of variance. Student achievement will be assessed through case studies, homework problems and exams. *Prerequisite:* junior or senior standing in BBMB, biology or biology-combined majors. May not be offered every year.

256 Regional Biology **1, x** **Hutchison and Parker**

Field biology of a region with emphasis on ecology and evolution in a natural history context. Students will prepare for the trip by researching and developing a presentation that they will give to the group at the field site on a relevant aspect of the site's biology. Students also will keep field notebooks, which will be turned in at the end of the trip and will be graded. Trips will usually be taken over long weekends (typically Thursday to Sunday). May be repeated for credit for different areas, but no more than two credits may apply toward required biology major (or biology-environmental studies or biology minor) electives. This course does not satisfy the lab course elective requirement. *Prerequisites:* Biology 111, 112, and declared biology or biology-environmental studies major or biology minor. *Fee:* maximum \$75.

259 Comparative Vertebrate Anatomy **4, x** **Jackson**

The structure and function of vertebrates within an evolutionary context. By the end of the course students should have gained a familiarity with the structural diversity of the 60,000 or so living vertebrates and some

of their extinct ancestors, a detailed knowledge of the anatomy of a few "representative" vertebrates studied in lab, and an understanding of the major structural trends and innovations in the history of vertebrates. Three lectures and one three-hour laboratory per week. This course is especially recommended for students planning careers in medicine or veterinary medicine or with an interest in evolutionary biology. *Prerequisites:* Biology 111, 112. *Lab fee:* maximum \$20.

277 Ecology **4, x** **Parker**

The relationships of organisms to one another and to the abiotic environment. We will learn ecological concepts and principles important to populations, evolution, inter-specific interactions, communities, landscapes, energy flow, nutrient cycles, and conservation. Three one-hour lectures and one three-hour lab per week. Labs primarily involve field studies relevant to major concepts, along with data processing and analysis skills, and presentation of results in written and graphical form. *Prerequisites:* Biology 111, 112. *Lab fee:* maximum \$20.

278 Marine Biology **x, 3** **Yancey**

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

279 Marine Biology Lab **x, 1** **Yancey**

A field trip to a coastal location for one week during spring break. Normally, the trip will be to the University of Washington's Friday Harbor marine laboratory on San Juan Island, where we will trawl subtidal habitats on a research ship, investigate intertidal communities at various sites on the island, and conduct observations and experiments in a laboratory. There is a \$200 fee for food and housing on the San Juan trip. However, in some years, other locations for the trip may be used, with a higher fee. *Prerequisites:* Biology 111, 112 and consent of instructor. *Fee:* maximum \$250.

288 Plants and Peoples **4; not offered 2010-11**

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. *Lab fee:* maximum \$20.

303 Cell Biology 3; not offered 2010-11

The ultrastructure and function of cells. This course will examine in detail the major molecular processes in eukaryotic cells to include: biological molecules, membranes and cell surfaces, cell signaling, cellular energetics and metabolism, motility, protein processing and transport, cell cycle regulation, etc. Principles will be illustrated by examining various scenarios that occur when cellular processes are disrupted, as in the case of cell-based diseases, including but not limited to cancer development. Three lectures per week. *Prerequisites:* Biology 111 and Chemistry 245. Biology 112 is recommended.

304 Cell Biology Laboratory 1; not offered 2010-11

The laboratory extension of Biology 303, the exercises will illustrate principles of eukaryotic cellular biology, with emphasis on modern instrumentation techniques, particularly protein isolation and cell culture techniques. One three-hour laboratory session per week. *Prerequisites:* Biology 111 and Chemistry 245. Biology 112 is recommended. *Lab fee:* maximum \$20.

305 Cellular Physiology and Signaling 3, x L. Knight

This class will cover the essentials of cell biology and can be used in place of Biology 303 to fulfill the cell biology requirement for biology majors (when taken concurrently with Biology 306) and is suitable as an elective for BBMB majors. In particular, this class will emphasize the role of cellular membranes and signaling machinery in regulating proper cell function. Diversity in cellular signaling will be illustrated through investigation of various strategies used to mediate changes in the physiology of single cells and potentially, the organism. Cell communication is critical to cell survival and adaptation. It is an area of biological study that incorporates biochemistry, cell biology/physiology and membrane biophysics — all of which will be specifically highlighted through literature review and discussion sessions. Three lectures per week. *Prerequisites:* Biology 111; Chemistry 245; or consent of instructor. *Corequisites* (to fulfill biology major requirements): Biology 306. Chemistry 246 is recommended.

306 Cellular Physiology and Signaling Lab 1, x L. Knight

Laboratory exercises in cellular biology will incorporate cell labeling, microscopy, biochemical analysis and pharmacological manipulation to assess cell physiology (e.g., motility, metabolism, development and signaling). One three-hour laboratory per week. *Pre- or corequisite:* Biology 305. *Lab fee:* maximum \$20.

310 Physiology 4, x Zani

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 303 and 304 or 305 and 306 are recommended. *Lab fee:* maximum \$20.

320 Neurobiology 4, x Wallace and Withers

This course emphasizes the cellular and molecular biology of neurons as a basis for understanding how the nervous system controls behavior. Topics include the structure and function of neurons and glia, synaptic transmission, brain development and regeneration, sensory and motor systems, brain mechanisms of learning and memory, clinical issues and becoming a neuroscientist. The laboratories will emphasize hands-on experience with techniques used to study the brain in current research including neuroanatomy, neurocytology, neurophysiology, analysis of neuronal gene expression and observation of living neurons in culture. Three lectures and one three-hour laboratory per week. *Prerequisites:* Biology 111 and 205. Biology 112 and 303 and 304 or 305 and 306 are recommended. *Lab fee:* maximum \$20.

327 Biology of Amphibians and Reptiles 4; not offered 2010-11

Herpetology is the study of amphibians and reptiles. In this course, taxonomy, life history, behavior, physiology, ecology, etc. of frogs, salamander, turtles, lizards, snakes, crocodiles, and others will be presented in the context of the evolutionary history of this diverse assemblage of vertebrates. Labs will focus on study of preserved specimens, and identification of species from all over the world. Students also will learn to identify all local species in preparation for field-based labs in the spring. In the course of the semester, students will prepare an essay on a herpetological topic of their choice. Three lectures and one three-hour lab per week. *Prerequisites:* Biology 112 required, other organismic level courses desirable. *Lab fee:* maximum \$20.

329 Developmental Biology 4; not offered 2010-11

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 303 and 304 or 305 and 306 or BBMB 325 are recommended. *Lab fee:* maximum \$20.

330 Pathophysiology

x, 4 **L. Knight and T. Knight**

A survey of the functions of the human body using disease states to illustrate key physiological processes. This course will examine a sample of pathological states as a springboard for understanding: the basic principles of systems physiology; the cellular/tissue processes that give rise to abnormal function; and the effectiveness of preventative/therapeutic approaches. This course will cover in detail the cardiovascular, endocrine, neuromuscular, renal, and immune systems and will offer an overview of integrative body functions such as electrolyte and nutritional regulation. Basic principles of physiology will be emphasized through laboratory work. Lab sessions will incorporate guest lectures by clinicians/patients or tours of hospital clinics and simulated clinical data and patient case studies. This course can be used in place of Biology 310 to fulfill the physiology requirement for biology majors, and is suitable as an elective for BBMB. Three lectures and one three-hour laboratory session per week. *Prerequisites:* Biology 111; Chemistry 245; or consent of instructor. Biology 303 or 305 or BBMB 325 are highly recommended. *Lab fee:* maximum \$20.

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. *Lab fee:* maximum \$20.

350 Evolutionary Biology

x, 4 **Hutchison**

Designed for the upper-level biology major, this course emphasizes the importance of evolutionary theory to biology. Using modern examples in population biology, molecular evolution and phylogenetics, students will gain a firm foundation in the mechanisms of evolution, speciation, and extinction, and an appreciation of the applicability of evolutionary principles to current issues in areas such as conservation, medicine, and social behavior. Three lectures and one three-hour lab per week. *Prerequisites:* Biology 111, 205. Biology 112 and 277 or 215 are recommended. *Lab fee:* maximum \$20.

401, 402 Seminar

1-3

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

402A Bioethics

x, 1

Yancey

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

402B Issues in Nutrition

x, 2

Golden

An upper-level seminar on selected topics related to nutrition. Students should have a solid cell/molecular biology foundation and be familiar with basic nutrient metabolism. Choice of topics will be largely student-driven, but examples might include genetically modified organisms, various fad diets, food safety, obesity, poverty 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. *Prerequisites:* Biology 111 or Chemistry 125 or equivalent. Open to junior or senior science majors or by consent of instructor.

471, 472 Special Topics

1-4

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

472A ST: Pollination Biology

4; summer 2011

H. Dobson

The interdisciplinary biology course will provide: 1) an overview of our understanding of pollination in flowering plants, including evolutionary history, floral biology, plant reproductive strategies, pollination modes, flower and animal adaptations, flower-insect interactions, pollination chemical ecology, bee biology, current issues in pollinator conservation; 2) exploration of current biological questions and experimental approaches in pollination studies; 3) an introduction

to common field methods used in pollination research; 4) the opportunity for students to design and conduct individual research projects in the field. In the lab, students will gain hands-on experience with flower and insect biology, identification of major families, experimental methods in pollination research, and conduct a capstone project focused on the pollination of a wild plant species of their choice. This is a 4-week intensive course, with 1.5 hours of lecture and 3 hours of lab per day, 5 days per week, and 2 field trips per week; mid-June to mid-July 2011, at the Linné Station on the island of Öland, southeastern Sweden. *Prerequisites:* Biology 111, 112, or Biology 122, or consent of instructor. *Fee:* \$1,100.

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.

489 Thesis Research and Data Analysis 1, 1

Staff

Research or data analysis to be described in senior thesis and seminar (Biology 490). Projects may involve laboratory experiments, fieldwork, and/or data analysis and can be carried out in the senior, junior, and/or sophomore year. Students must register with a research/thesis adviser from biology or BBMB, and the research itself must be carried out with guidance from that adviser, or (if done off-campus), a qualified research supervisor. *Pre- or corequisite:* consent of research/thesis adviser, and 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 also is 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

Chair: Frank M. Dunnivant

Allison Calhoun	James E. Russo
Marion Götz	Deborah M. Simon
Marcus Juhasz	Leroy G. Wade
Nathan Lien	
Timothy Machonkin	
<i>(on Sabbatical, 2010-11)</i>	

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

Students expecting to major in any of the basic sciences should take either (1) Chemistry 125, 126 and the associated laboratories, Chemistry 135, 136 or (2) the more accelerated Chemistry 140. These courses offer an introductory survey of all fields of chemistry (inorganic, analytical, organic, physical, and biochemistry). An extended study of chemistry for the nonmajor may be obtained by taking Chemistry 245, 246, 345, 388, or BBMB 325. Premedical 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 and fluorescence spectroscopies, nuclear magnetic resonance

spectrometry, ultraviolet spectrophotometry, mass spectrometry, gas chromatography, high-performance liquid chromatography and electrochemistry. The aim is to give practical experience with modern chemical instrumentation so that students can learn not only what an instrument does, but also how it works. In advanced courses, students will use various computer software packages for data analysis and presentation, and for laboratory report writing.

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

The Chemistry major: A minimum of 36 credits in chemistry including:

Either Chemistry 125, 126, 135, 136, or Chemistry 140; and Chemistry 240, 245, 246, 251, 252, 320, 345, 346, 360, 370, and at least three credits of Chemistry 490 or 498. A minimum grade of C (2.0) is required in either Chemistry 240 or Chemistry 345, whichever is taken first. Students contemplating a major in chemistry are encouraged to take Chemistry 240 in their sophomore year.

The following nonchemistry courses also are required: Mathematics 225 and Physics 155 or 165 and Physics 156 or 166. Students who wish to complete the American Chemical Society certified chemistry major must also complete Biology 111 and Biochemistry 325. Students who plan to pursue graduate work in chemistry are recommended to obtain additional coursework in mathematics, which may include Mathematics 244, 300 or 367, or possibly in biology, and should consult with their adviser.

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

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

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

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

The Chemistry-Geology combined major: Either Chemistry 125, 126, 135, 136 (or 140), 240, 346, 320 (or 388); either Geology 110, 120, or 210 and 227, 343, 346, 350, 460, 470, a minimum of one credit in 358; Mathematics 125, 126, Physics 155. Chemistry 320 or 420 is recommended. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas. Seniors completing the chemistry-geology major will complete a written exam constructed by the geology faculty, a written exam constructed by the chemistry faculty and an oral exam conducted jointly by faculty in both departments. Additionally, all students are strongly encouraged to complete a senior research project under the guidance of a faculty member in either of the two disciplines registering for a minimum of three credits in either Chemistry 490 or 498 or Geology 490 or 498.

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

100 Introduction to Environmental Chemistry 3; not offered 2010-11

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.

102 Chemistry in Art

x, 4

D. Simon

This course, for nonscience majors, will cover the principles of chemistry within the context of the production, analysis, and conservation of art. The influence of science and technology on art will be explored through such topics as color theory, the chemistry of pigments, dyes, binders, papers, inks and glazes, forensic analysis of forgeries, conservation of works of art, and photography. Possible laboratory topics include pigments, etching, papermaking, textile dyeing, ceramics, electroplating, jewelry making, alternative photographic methods, and fused glass. No artistic skill or chemistry background is presumed. Students may not receive credit for Chemistry 102 if they have completed any other college level-chemistry course. Three lectures and one three-hour laboratory per week. *Corequisite:* Chemistry 102L (laboratory). *Lab Fee:* \$25.

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. *Corequisite:* Chemistry 125. *Lab fee:* maximum \$20.

136 General Chemistry Lab II

x, 1

Staff

A continuation of Chemistry 135 with emphasis on descriptive chemistry and discovery-based experiments. Topics include analysis, kinetics, synthesis, and an introduction to spectrophotometric methods of analysis. One three-hour laboratory per week. *Prerequisite:* Chemistry 135; *Corequisite:* Chemistry 126. *Lab fee:* maximum \$20.

140 Advanced General Chemistry I

4, x

Calhoun

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

240 Quantitative Analysis and Chemical Equilibrium

4, x

Staff

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:* Chemistry 126 and 136 or Chemistry 140. *Lab fee:* maximum \$20.

245 Organic Chemistry I

3, 3

Staff

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

246 Organic Chemistry II

3, 3

Staff

A continuation of Chemistry 245. Topics include spectroscopy, aromatic chemistry, carbonyl compounds, and biomolecules such as carbohydrates and

amino acids. Three lectures per week. *Prerequisite:* Chemistry 245.

251 Organic Laboratory Techniques I

1, 1 **Staff**

Introduction to fundamental organic laboratory techniques. Topics include recrystallization, distillation, melting point determination, chromatography, extraction, and one-step syntheses. One three-hour laboratory per week. *Prerequisite:* Chemistry 126 or Chemistry 140. *Pre- or corequisite:* Chemistry 245. *Lab fee:* maximum \$20.

252 Organic Laboratory Techniques II

1, 1 **Staff**

Continuation of organic laboratory techniques involving intermediate exercises. The course covers more challenging syntheses as compared to Chemistry 251, as well as multistep synthesis and spectroscopic analysis of products. One three-hour laboratory per week. *Prerequisite:* Chemistry 251. *Pre- or corequisite:* Chemistry 246. *Lab fee:* maximum \$20.

320 Instrumental Methods of Analysis

4, x **Dunnivant**

This course deals with sample preparation, data analysis, method development and the theory of operation of modern laboratory instrumentation. Instrumental techniques discussed in lecture and used in the laboratory will include flame atomic absorption spectroscopy, capillary electrophoresis, inductively coupled plasma spectrometry, basic mass spectrometry, scanning electron microscopy with elemental detection, and ion, high pressure, and gas chromatography. Laboratory exercises will concentrate on real world applications of chemical analysis. One Friday afternoon field trip may be required. Three lectures and one three- to four-hour laboratory per week are required. *Prerequisites:* Chemistry 240, 251 and 252. *Pre- or corequisite:* Chemistry 345. *Lab fee:* maximum \$20.

345 Physical Chemistry I: Quantum Chemistry and Spectroscopy

4, x **Calhoun**

This course is the first of a two-semester sequence exploring the fundamental behavior of chemical systems in terms of the physical principles which govern this behavior. The specific focus is on the quantum behavior of matter as it pertains to atomic energies, bonding, reactivity, spectroscopy and spectrometry. In this course, we also will review and learn applied mathematical techniques, perform mathematical modeling exercises, and spectroscopic and spectrometric analyses of representative systems to provide concrete examples and applications of the material in the lecture portion of the class. Meets four hours per week.

346 Physical Chemistry II: Statistical Thermodynamics, Classical Thermodynamics and Kinetics

x, 4 **Calhoun**

This course is the second of a two-semester sequence exploring the fundamental behavior of

chemical systems in terms of the physical principles which govern this behavior. The specific focus is on the statistical description of matter and applications of this statistical analysis to classical thermodynamic principles. Furthermore, we will investigate the kinetic behavior of chemical reactions from a mechanistic and statistical perspective. In this course, we will review and learn applied mathematical techniques, perform mathematical modeling exercises and engage in literature review work which will provide concrete examples and applications of the material in the lecture portion of the class. Meets four hours per week.

360 Advanced Inorganic Chemistry

x, 3 **Staff**

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

370 Advanced Methods in Inorganic and Organic Synthesis and Characterization

2, 2 **Staff**

This is an advanced laboratory course that combines both organic and inorganic synthesis with physical methods of characterization. A large portion of this course is an independent project chosen and developed by students within a specific theme. Two three- to four-hour laboratories per week. *Prerequisites:* Chemistry 246, 252, 345. *Prerequisite (recommended) or corequisite:* Chemistry 360. *Lab fee:* maximum \$20.

388 Environmental Chemistry and Science

x, 4 **Dunnivant**

This course will examine (1) the basic chemistry associated with pollutant fate and transport modeling in environmental media, especially acid-base, oxidation/reduction, solubility, speciation, and sorption reactions, (2) basic physical concepts for modeling the fate and transport of pollutants in environmental media, and (3) pollutant risk assessment based on humans as receptors. Additional topics might include major U.S. environmental laws, global environmental issues (e.g., global warming and stratospheric ozone depletion), and selected scientific articles. The laboratory portion will concentrate on pollutant monitoring and chemical aspects of pollutants, measuring dispersion and pollutant transport in small-scale systems, and data analysis. Three lectures, one three- to four-hour laboratory per week, and one weekend field monitoring trip to Johnston Wilderness Campus. *Prerequisites:* A good working knowledge of basic algebra (rearrangement of complicated equations and use of exponential functions); Chemistry 126 or 140; Chemistry 251 and 252 or consent of instructor. Offered in alternate years. There is a mandatory overnight field trip at the end of the semester. *Lab fee:* maximum \$20.

390 Student Research**1-3, 1-3****Staff**

This course will give students who have not yet reached senior status an opportunity to participate in research with faculty in the Chemistry department. The research will involve laboratory work on original projects under the supervision of a member of the Chemistry department. The student must select a supervising faculty member and project before registering for the course. This course may be repeated for a maximum of six credits. *Prerequisites:* completion of introductory chemistry (Chemistry 125-126, 135-136 or Chemistry 140) and consent of instructor.

411 The Organic Chemistry of Drug Design**x, 3****Götz**

This course focuses on the design of drugs, with an emphasis on how their chemical synthesis and mode of action establishes an interface between organic chemistry and pharmaceutical chemistry. The challenges associated with drug discovery faced by the pharmaceutical industry will be illustrated through several case studies, and metabolic modifications of medicinal agents that lead to excretion from the body will be examined. *Prerequisites:* Chemistry 246; Biology 111 or 112 is strongly recommended.

420 Advanced Analytical Instrumentation**x, 1****Dunnivant**

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

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.

481, 482 Advanced Topics in Chemistry**1-3**

A detailed study of specialized subjects such as organic qualitative analysis, conformational analysis, natural products, quantum chemistry, chemical

kinetics, protein structure and function, physical biochemistry, and spectroscopy. Topics to be offered will be announced each year in the class schedule.

Prerequisite: two years of college chemistry.

490 Research**1-3, 1-3****Staff**

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

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

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

Chinese

Chair: John Iverson,

Foreign Languages and Literatures

Chinese

Donghui He (*on Sabbatical, Spring 2011*)

Wencui Zhao

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

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

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

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

105, 106 First-Year Chinese

4, 4

Fall: He; Spring: Zhao

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

110 Conversational Chinese I

4; summer 2011

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

205, 206 Second-Year Chinese

4, 4

C. Yang

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

210 Conversational Chinese II

4; summer 2011

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 2010-11

Chinese poetry in its various forms and styles. Representative verse forms, classical as well as

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

305, 306 Third-Year Chinese

4, 4

C. Yang

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.

310 Conversational Chinese III

4; summer 2011

Course offered as part of the Whitman Summer Studies in China program. Taught in China over a period of four weeks by Whitman-selected instructors from China and supervised by the Whitman faculty member who is resident director. This course teaches conversational Chinese based on the vocabulary and sentence patterns the students have learned from Chinese 305 and 306, plus new phrases the students will need living and studying in China. Classes meet three hours per day, five days per week, for a total of 60 hours. Requirements: daily homework, weekly tests, and a final exam covering listening comprehension and spoken Chinese. *Prerequisite:* Chinese 306 or its equivalent and admission to the Whitman Summer Studies in China program.

405, 406 Fourth-Year Chinese

4, 4

Fall: Zhao; Spring: C. Yang

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

491, 492 Independent Study

1-4, 1-4

Staff

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

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

Classics

Chair: Elizabeth Vandiver
Dana Burgess

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

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

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

- a) Latin 205 (or equivalent) and Greek 205 (or equivalent);
- b) eight credits of Classics 391, 392;
- c) twelve credits to be drawn from course work in classics or from Greek 391, 392, Latin 391, 392. No more than four of these credits may be drawn from Greek 391, 392, Latin 391, 392;
- d) four credits of coursework in Greek and/or Roman history from courses approved by the department of Classics;
- e) all classics majors must also complete either Classics 497 (two credits) or Classics 498 (two credits).

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

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

- a) Latin 205 (or equivalent) or Greek 205 (or equivalent);
- b) eight credits of Classics 391, 392;
- c) sixteen credits to be drawn from course work in classics or from Greek 391, 392, Latin 391, 392. No more than four of these credits may be drawn from Greek 391, 392, Latin 391, 392;
- d) eight credits of coursework in Greek and/or Roman history from courses approved by the department of Classics.

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

Note: Students who major in classical studies may not receive credit for the completion of a classics minor.

The Classics minor: Either Latin 205 (or equivalent) or Greek 205 (or equivalent), four credits of Classics 392 plus a minimum of 12 additional credits. Eight of those additional credits may be drawn from a full year of a second ancient language. Thus the student who completes Greek 205 may count Latin 105, 106 toward the minor, and the student who completes Latin 205 may count Greek 105, 106. All or part of the 12 additional credits may be drawn from the following courses: Classics 130, 140, 200, 201, 221, 224, 226, 227, 239, 371, 377, 391, 392, Greek 391, 392, Latin 391, 392, History 225, 226, 227.

Note: A course cannot be used to satisfy both major and minor requirements, e.g., History 226 cannot be used to apply toward the 36-credit requirement for the history major and the 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; not offered 2010-11

Through analysis of primary literary sources students will study the structures and functions of myth in ancient Greek and Roman cultures. Some comparative

material from Mesopotamia will be considered. We also will examine modern theories of myth, especially as they apply to specific categories of ancient myths. Open to all students.

140 Women in Antiquity
4; not offered 2010-11

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

201 Readings in Western Philosophical Tradition: Ancient

4, 4 **Jenkins**

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

221 Introduction to Ancient and Medieval Political Theory

4, x **King**

This course introduces students to the history of European political theory through an investigation of classical Greek and premodern Christian writings. Texts to be explored may include Aeschylus's *Oresteia*, Thucydides's *Peloponnesian War*, Plato's *Republic*, Aristotle's *Politics*, St. Augustine's *City of God*, and St. Thomas Aquinas's *Summa Theologica*. May be elected as Politics 121.

224 Greek and Roman Art
x, 4

Vandiver

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

226 Concepts of Nature in Greek and Roman Thought
4; not offered 2010-11

The Greek term "physis" and the Latin word "natura" refer to what has come to be, as well as to the process of coming into being. This course will consider a broad range of texts which develop important concepts of Nature. Philosophic texts may include the pre-Socratics, Aristotle, the Stoics and Lucretius. Literary texts may include Theocritus, Virgil and the early-modern European pastoral tradition. In addition, we will encounter other texts in various genres which contribute some of the ideas which inform the complex and changing concepts of Nature. This course may be used by environmental studies-humanities students toward their critical thinking requirements in the

major. All other environmental studies students may use this course to fulfill humanities requirements for their combined majors.

227 Greek and Roman Epic
4; not offered 2010-11

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

239 Greek and Roman Intellectual History
4; not offered 2010-11

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

371 Rhetoric in Early Western Culture
4; not offered 2010-11

Focuses on the principal 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
4, x

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.

391 Advanced Seminar in Classical Languages

1-4, x

Vandiver

Using primary materials in Greek or Latin or both, according to prior work, each student will pursue advanced reading in a variety of authors and genres and will learn the techniques of classical scholarship common to work in either ancient language. For a student enrolled for four credits, one of the three meetings per week concentrates on matters of classical scholarship common to the two languages. Students familiar with only one of the classical languages will pursue supervised advanced independent work in that language in place of a class meeting which would be inappropriate to their preparation. *Prerequisite:* either Greek 205 or Latin 205 or the equivalent of either. May be repeated for credit.

392 Advanced Seminar in Classical Languages

x, 1-4

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. Students will consult with the instructor to determine the appropriate number of credits for their enrollment. May be repeated for credit. *Prerequisites:* Greek 205 or Latin 205 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 Intermediate Ancient Greek

4; not offered 2010-11

Substantial readings from ancient authors in the original ancient Greek in conjunction with a review of important aspects of Greek grammar. *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:* consent of instructor.

Latin

105, 106 Elementary Latin

4; not offered 2010-11

An introduction to the language of ancient Rome. The class is devoted to giving the students the ability to read ancient texts as soon as possible. Along with a systematic presentation of Latin grammar, this course

offers opportunities to read selections from Roman literature in their original language. Offered in alternate years.

205 Intermediate Latin

4, x

Vandiver

Substantial readings from ancient authors in the original Latin in conjunction with a review of important aspects of Latin grammar. *Prerequisite:* Latin 106 or consent of instructor. Offered in alternate years.

391, 392 Independent Study

1-4, 1-4

Staff

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

History

225 Ancient Mediterranean — Near East 4; not offered 2010-11

This course focuses on the civilizations of the Eastern Mediterranean, from the introduction of agriculture and the domestication of animals in the Neolithic period to the catastrophic collapse of urban centers in the Late Bronze Age. We survey states within a common zone of contact and conflict, extending from the Iranian Plateau and Mesopotamia across to Anatolia and the Aegean, including Minoan Crete and Mycenaean Greece. We pay particular attention to international relations between the Egyptian and Hittite empires, as well as relations with other states that these empires considered either their equals (e.g., Cyprus, Assyria, Babylonia) or their subjects (e.g., Canaan, Ugarit). We pay as much attention to the shared "International Cuneiform Culture" of these states as we do to their distinct histories, and we use a variety of primary texts (monumental inscriptions, diplomatic correspondence, ritual texts) and archaeological evidence to construct our narrative.

226 Ancient Mediterranean — Greece 4; not offered 2010-11

This course traces the spread of urbanism, commerce and alphabetic literacy, from the small city-states of the Levant and Aegean to their colonies, which extended from Spain to the Black Sea, and traces the significant and enduring impact that this expansion had on those settled around the Mediterranean Basin. While most of the small states in the East were conquered by the Assyrian, by the Persian, and then by the Macedonian empires, in the West small states were absorbed by the Syracusan and Carthaginian empires, with the entire Mediterranean eventually dominated by Rome ca.180 B.C.E. This course traces how certain states resisted incorporation into empires — in particular, how Phoenician cities and Israel struggled against the Assyrians and Babylonians and lost, how Athens and Sparta struggled against the Persians and won. We also trace the origins of rational inquiry into the past, both in the Near East (e.g., Deuteronomistic History) and in Greece (e.g., Herodotus).

227 Ancient Mediterranean — Rome
4, x **Garnand**

This course traces cultural developments over a period of 1,000 years, from the early Roman Republic to the fragmentation of the Roman Empire. We trace how one city expanded from a cluster of huts on the banks of the Tiber River to emerge as the capital of a vast empire; how Roman culture spread with the conquest of the Mediterranean basin; and how the Romans absorbed certain customs and traditions from those that they had defeated. We survey various defeated groups in order to show, on the one hand, how they were incorporated into the empire or else how they resisted and, on the other hand, how these groups demonstrate both the diversity and the uniformity of the Roman world, particularly the uniformity of the urban elite. We use a variety of Greek and Latin historians, biographers, satirists, novelists, playwrights, and philosophers, alongside archaeological evidence, to reconstruct our history of Rome.

Dance

Idalee Hutson-Fish
Vicki Lloid

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

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

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

125, 126 Beginning Ballet
1, 1 **Hutson-Fish**

An introduction to classical ballet technique. Emphasis on correct posture, muscular control, strengthening exercises and building a classical movement vocabulary. Three hours per week. Standard grading. May be repeated for credit. Open to all students.

215, 216 Intermediate Modern Dance
1, 1 **Lloid**

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

225, 226 Intermediate Ballet
1, 1 **Hutson-Fish**

For the student who has a fundamental understanding of ballet technique. The work of the course focuses on 1) improving the student’s ability to execute classical ballet technique with clarity and precision and 2) building the beauty and expressiveness of the dancer. Involves a more rigid criterion of discipline than Beginning Ballet. Standard grading. May be repeated for credit. *Prerequisite:* Dance 125, 126 or previous formal training in classical ballet and consent of instructor.

**227, 228 Whitman Dance Theater:
Performance and Composition**
1, 1 **Lloid**

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

315, 316 Advanced Modern Dance
1, 1 **Lloid**

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

335, 336 Advanced Ballet
1, 1 **Hutson-Fish**

The work of this class continues to enhance the classical ballet student’s technical ability and deepen her/his expressive ability. Two 110-minute classes per week. Standard grading. May be repeated for credit.

337, 338 Dance Workshop
1, 1

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

337 Dance Workshop: The Craft of Choreography

1, x

Hutson-Fish

An exploration of the creative process of choreography. The class focuses on expressing felt experience in the externalized form of movement. Develops inner sensing and imaginative response and shaping. The course involves improvisation, composition, and a studio showcase final. The videotaped works of established choreographers will be viewed and discussed. Three hours per week. Standard grading. *Prerequisite:* consent of instructor.

338 Dance Workshop: Dance Production

x, 1

Hutson-Fish

This class will reflect the working environment of the performing dance artist. The course will culminate in a production. Choreographed work will be set on the members of the class and staged for an audience to develop students' abilities to communicate in a visual art form, to learn and choreograph quickly and to polish and prepare for performances. Students will be required to take an active role in other aspects of the production process such as: costuming, lighting, stage-managing and rehearsal protocol. Minimum five hours per week. Graded credit/no credit. *Prerequisite:* consent of instructor.

360 Pointe

1, 1

Hutson-Fish

The focus 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

Chair: Denise Hazlett

Halefom Belay

Jan P. Crouter

R. Pete Parcels

Bruce Toews

Yingning Wang

Economics is the study of how people and societies choose to use scarce resources in the production of goods and services, and of the distribution of these goods and services among individuals and groups in society.

Without any prior college-level preparation in economics, a student who enters Whitman

would have to complete 35 credits to fulfill the requirements for an economics major. Courses completed in the economics department apply to the social science and quantitative analysis (selected courses) distribution areas.

The Economics major: Economics 101 or 177, 102, 227 (or Mathematics 128 or Mathematics 338), Economics 307 and 308, additional work in economics to make a total of 35 credits. A minimum of 12 credits must be earned in economics courses numbered 310 through 490. Economics 493, 494 and other economics courses taken P-D-F may not be used to meet the 35-credit requirement. A minimum grade of C (2.0) is required in Economics 307 and 308. Mathematics 125 is a prerequisite for 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, and 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 anticipating 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.

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. Mathematics 125 is a prerequisite for Economics 307 and 308.

The Economics-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of the catalog. Courses completed in this major

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

The Economics-Mathematics major: Economics 101 or 177, 102, 307, 308, 327, 428 plus one additional letter-graded course in economics; Mathematics 167, 225, 235, 236, 244, 300, 338; 339 or 350; and three additional credits chosen from mathematics courses numbered above 200. For economics-mathematics majors, Economics 101 or 177, 102, and Mathematics 338 are the prerequisites for Economics 327, and Economics 227 does not apply toward the minimum major requirements. Economics 493, 494 and other economics courses taken P-D-F may not be used to meet the 28-credit requirement. The senior assessment consists of the written exam in mathematics, the Major Field Test (MFT) in economics, and a combined oral exam scheduled by the economics department. Courses completed in this major apply to the social science, science and quantitative analysis (selected courses) distribution areas.

The Economics minor: A total of 19 credits to include: Economics 101 or 177, 102, 307, 308, and one additional course in economics numbered 310 through 490.

Advanced placement: Students with a score of 5 on the Principles of Microeconomics test will receive four credits for Economics 101; students with a score of 5 on the Principles of Macroeconomics test will receive four credits for Economics 102.

101 Principles of Microeconomics

4, 4 **Staff**
This course introduces the standard economic theory of the behavior of firms, households and other agents, and the operation of markets. Topics include the production, distribution, and pricing of goods and services in product markets and input markets and government intervention in markets. The course will emphasize applications to enable students to analyze contemporary economic society. Students who receive credit for Economics 107, 109 or 177 cannot receive credit for this course.

102 Principles of Macroeconomics

4, 4 **Staff**
This course deals with broad economic aggregates such as national income, the overall level of prices, employment, unemployment, interest rates, public debt, and international trade. It provides an overview of macroeconomic issues and introduces concepts concerning the overall performance of the U.S. economy in a global context. It covers business cycles, economic growth, unemployment, and inflation, and explores

the role of government fiscal and monetary policy. Not open to those who have taken Economics 107 or 109.

114 Financial Accounting

4, x **Toews**
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.

177 Principles of Microeconomics and the Environment

4, x **Crouter**
This course provides the same coverage of topics as Economics 101 *Principles of Microeconomics*, but special emphasis is placed on applying concepts to environmental and natural resource issues. Students pursuing an environmental studies combined major and others interested in the environment are encouraged to take this course. Students who receive credit for Economics 101, 107 or 109 cannot receive credit for this course.

218 American Economic History 4; not offered 2010-11

A survey of the development of the American economy. Emphasis will be upon examining long-term trends in the major economic variables and factors important to American economic growth, the development of American economic institutions, and the discussion of various historical issues relating to American economic history.

227 Statistics for Economics

4, 4 **Parcells**
An introductory course which surveys everyday economic statistics, topics in descriptive and inferential statistics, and regression analysis. The concentration is on applications to problems in economics. Topics include: techniques for organizing and summarizing economic statistical data; random variables and probability distributions; sampling distributions; estimation and hypothesis testing, and simple and multiple regression theory. Computer lab assignments and applications will be part of the course. *Prerequisites:* Economics 101 or 177, Economics 102, college-level algebra.

250 Global Collective Action 4; not offered 2010-11

The course covers the principles that underlie collective action amongst nations in an 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, intergenera-

tional choices and so on. Tools from the introductory microeconomics course along with some basic game theory will be employed to analyze these issues. *Prerequisites:* Economics 101 or Economics 177.

266 Crime and Punishment

x, 4

Parcells

Does crime pay? Do governments punish and regulate crime too much or too little? Using economic concepts, this course examines the economic issues of crime, crime control, and criminal punishment. Topics include: economic costs of crime, models of criminal choice, economic analysis of allocating criminal justice resources to control criminal behavior, the underground economy, costs and benefits of drug laws, and policies for crime prevention. Some of the current issues to be addressed may include: criminal justice policies, gun laws, drugs, abortion, gangs, terrorism, prison privatization, the death penalty, three strikes and you're out laws, gambling, and prostitution. Basic economic tools will be used and they will be developed as needed. One or two field trips to correctional facilities may be taken during the semester. *Prerequisites:* Economics 101 or 177, or consent of instructor.

268 Government and the Economy 4; not offered 2010-11

This course examines some ways in which the government intervenes in the economic system. One half of the course will focus on antitrust by studying some important court cases. The other half of the course will explore regulation of particular sectors of the economy which may include electricity, energy, communications, transportation, health care, environmental quality, and worker and product safety. *Prerequisite:* Economics 101 or 177.

277 Global Environmental and Resource Issues

4; not offered 2010-11

This course applies the tools of economic analysis to global environmental and natural resource issues such as global pollution, the relationship of trade and the environment, sustainable economic growth and resource scarcity, economic growth and the environment, and natural resource conflicts. *Prerequisite:* Economics 101 or 177.

293, 294 Special Studies in Economics: Intermediate Level

4

An intermediate course designed to review selected topics in the field of economics through lectures, seminars, or group research projects. *Prerequisite:* Economics 101 or 177 and/or Economics 102, depending upon the topic of the course.

293 ST: Financial Markets and Investments

4, x

Wang

Financial markets are mechanisms that allow people to trade transferable securities. Investments are the commitment of funds to purchase securities or other financial assets. This course is an introduction to financial markets and investments. The first part

of the course prepares students for today's changing landscape of financial markets and institutions. The second part helps students become informed investors in their personal and professional lives by providing a solid foundation of core concepts and tools. *Prerequisites:* Economics 101 and 102. Distribution area: social sciences.

307 Intermediate Microeconomics

4, 4

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 101 or 177; Mathematics 125.

308 Intermediate Macroeconomics

4, 4

Fall: Belay; Spring: Hazlett

This course provides an extensive analysis of current macroeconomics issues and events from the perspective of mainstream schools of economic thought. It covers theories of economic growth, business cycles, labor markets, interest rates, inflation and exchange rates; causes and consequences of government deficits, effects of trade deficits; short- and long-term effects of monetary and fiscal policies. All economics and economics-combined majors must pass this course with a minimum grade of C (2.0). *Prerequisites:* Economics 102; Mathematics 125.

327 Introduction to Econometrics

4, 4

Fall: Parcells; Spring: Wang

Econometrics is concerned with the testing of economic theories through the use of mathematical statistics. This course is an introduction to the science and art of building models and will explore the theory and use of regression analysis to make quantitative estimates of economic relationships. Descriptions of economic reality, testing hypotheses about economic theory, and forecasting future economic activity are topics that will be covered. Simple and multivariate regression will be examined and simultaneous-equation estimation and forecasting will be studied. State-of-the-art econometric software will be used for empirical analysis. *Prerequisites:* Economics 227 (Mathematics 128 or Mathematics 338, while not ideal, would be an acceptable substitute), Economics 307, and 308; or consent of instructor. Students pursuing honors in economics are strongly encouraged to complete this course before the senior year.

328 Game Theory

4, x

Hazlett

Game theory is the study of strategic decisions made by mutually interdependent individuals. This course emphasizes the roles that information and reputation play in determining strategic outcomes. Applications include: patents, cartels, hostile takeovers, labor strikes, predatory pricing, common property problems, central bank credibility, involuntary unem-

ployment, free-rider problems, and voting paradoxes. *Prerequisites:* Economics 101 or 177, and a semester of calculus.

347 Transportation and the Environment
4; not offered 2010-11

This course examines the factors behind the extraordinary growth of transportation in the last 50 years. After reviewing the various calculations and estimates of the external costs of the transportation sector, we will focus on the policies which were developed to contain these costs. The main emphasis will be to develop a critical view with respect to the efficiency, as well as the side effects, of policy instruments such as investments, command and control policies, taxes, and subsidies. Each option will be considered and discussed by means of concrete examples. *Prerequisite:* Economics 307.

349 Wine Economics
4; not offered 2010-11

This course will apply the material taught in microeconomics and econometrics classes. Using the wine industry as an example, it will cover a wide range of theoretical concepts such as auction theory, voting and ranking, revealed preferences, market structure and pricing, and input-output analysis. A particular emphasis will be given to the interaction between environmental parameters and wine price and quality. *Prerequisite:* Economics 307 and 327 or consent of instructor.

350 Development Economics
x, 4

Staff

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.

358 Introduction to Financial Economics
x, 4

Hazlett

Modern fundamentals of the theory of finance. Topics include investment rules, risk, asset pricing, efficient markets, and debt versus equity financing. *Prerequisites:* Economics 227 or Mathematics 128 or Mathematics 338, and Economics 307.

388 Labor Economics
4; not offered 2010-11

This course presents labor markets from a microeconomic, macroeconomic and historical perspective. Coverage includes the structure of labor markets, wage determination, unemployment, discrimination, role of unions, effects of government policy, and global economic pressures. *Prerequisite:* Economics 307.

393, 394 Special Studies in Economics:
Advanced Level

4

A course designed to review selected topics in the field of economics through lectures, seminars, or group research projects. *Prerequisite:* consent of instructor.

407 Monetary Theory and Policy
4, x

Hazlett

A study of money, private and public banking institutions, central bank controls, monetary theory, and an analysis of the problems associated with contemporary monetary policy. Emphasis is on theory and national policy rather than bank operations. *Prerequisite:* Economics 307 and 308.

408 Applied Macroeconomics
x, 4

Belay

This course will turn students' attention to the problems of integrating empirical methods into macroeconomics analysis. It provides students with hands-on computer based exercises on some of the results of testing or estimating macroeconomics models. This course covers a range of domestic topics, such as the behavior of investment spending, consumer spending, government spending and business cycles in the United States. On the international side, it covers world growth rates, exchange rates and international business cycles and the global economy. *Prerequisite:* Economics 308.

428 Mathematical Economics
4, x

Belay

An introduction to the application of mathematics to the theoretical aspects of economic analysis. Such mathematical methods as matrix algebra, differential calculus, and difference equations are employed to develop and analyze numerous economic models, including several models of the market, models of the firm and consumer, national income models, as well as models of economic growth. The course does not require exceptional mathematical ability. It is intended for all students with an interest in mathematics and economics. *Prerequisites:* Mathematics 126; Economics 307 and 308.

438 Public Finance
4; not offered 2010-11

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
4; not offered 2010-11

Global Economics provides an introduction to the theories underlying international trade with an emphasis on helping us explain why, what and with whom

nations trade. We will analyze various barriers to trade that nations erect, with a particular emphasis on the redistributive effects of trade and trade barriers. The course will cover the interplay between politics and economics in a range of different issue areas, including the international trading system (GATT, WTO, etc.) and attempts at regional economic integration (the European Union, NAFTA). The theoretical models will be used to analyze topics making headlines like labor standards, environment and off-shoring. *Prerequisites:* Economics 307.

448 International Finance 4; not offered 2010-11

Consideration of recent developments in international finance and open-economy macro-economics, and of policy issues in their historical context and in modern theory. Issues include inflation and business cycles in open economies, fixed versus floating exchange rates, a gold standard, banking and currency crises, monetary unions, balance of payments issues, and the role of the International Monetary Fund. *Prerequisites:* Economics 307 and 308.

467 Law and Economics 4; not offered 2010-11

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. *Prerequisite:* Economics 307.

478 Urban Economics 4; not offered 2010-11

A study of the economic framework of urban areas. Economic interrelationships between the urban core and the metropolitan area will be examined, including problems of location, land use, the distribution of population and industry, transportation, finance, housing, race, and poverty. *Prerequisites:* Economics 227 or Mathematics 128 or Mathematics 338, and Economics 307.

479 Economic Geography 4; not offered 2010-11

The study of locational, organizational and behavioral principles and processes associated with the spatial allocation of scarce resources and the spatial patterns and (direct, indirect, economic, social, and

environmental) consequences resulting from such allocations. State-of-the-art Geographical Information Systems (GIS) software will be used for analysis and computer-based projects. *Prerequisites:* Economics 227, (Mathematics 128 or 338, while not ideal, would be an acceptable substitute), Economics 307; or consent of instructor.

493, 494 Directed Reading 1-4, 1-4

Staff

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

495 Seminar in Economic Problems 4; not offered 2010-11

A senior seminar in some relevant economic problem or problems. *Prerequisite:* consent of instructor.

498 Honors Thesis 3-4, 3-4

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 or economics-environmental studies. Honors students in economics take four credits of Economics 498; honors students in economics-environmental studies take three credits in Economics 498 and one credit in Environmental Studies 498 for a total of four credits. *Prerequisite:* admission to honors candidacy.

Education

Chair: Kay Fenimore-Smith
Thomas A. Callister, Jr.

Whether as a teacher or administrator, parent, or citizen, nearly all adults in this society have a stake in the education of the nation's children and young people.

The education department offers courses designed to examine the historical and philosophical roots of education in the United States; the role schools play in the socialization and preparation of children for their place in society; the concerns of equal educational opportunity; the considerations of development and diversity; and other issues of educational theory and practice.

Education courses (except 367) apply to the social science and alternative voices (selected courses) distribution areas.

The Educational Studies minor: A minimum of 16 credits with 12 credits of departmental offerings and four credits from approved courses in different departments. Approved

courses include Philosophy 222, Psychology 240, Psychology 319, Sociology 110, Sociology 257; other courses as approved by the department chair. 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 of this catalog. Certain combined 4-1 certification programs may have specific requirements. Students interested in those programs should meet with the chair of the education department for more details.

201 Special Topics in Education

1-4

This course focuses on selected topics within education. These may be taught through lectures, seminars or group research projects.

217 School and Society

4, x

Fenimore-Smith

The course provides an introduction to education in the United States through exploration of educational history; problems confronting education in an increasingly pluralistic society; and contemporary educational issues. More specifically, topics will include: school law and student/teacher rights, standardized testing, school reforms, school financing, school choice, vouchers, societal functions of schools, and private vs. public schooling.

301 Special Topics in Education

1-4

This course focuses on selected topics within education. These may be taught through lectures, seminars, group research projects.

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

Fenimore-Smith

This course examines several sociological models of schooling and the ways in which these models explain the socializing functions played by schools, especially as they relate to the school's egalitarian mission in a democracy. Topics discussed will include the hidden curriculum; tracking and testing; teacher expectation; class, culture, and curriculum; and the effects of school funding. Specific attention will be paid to the ways students who differ by race and ethnicity, ability, gender, or class, for example, are affected by the functions and structures of schooling. May be elected as Sociology 370.

367 Classroom Field Experiences

2; not offered 2010-11

Many Masters in Teaching and post-baccalaureate teaching certification programs require students to have structured and supervised experiences in classrooms as a prerequisite for acceptance into their programs. This course is designed to provide such an experience. Students will spend a minimum of three hours a week observing and working in local classrooms. They will keep a directed journal that will be turned in at regular intervals through the course of the term. A final paper also will be required. This course will be graded credit/no credit and does not count toward fulfilling the requirements for the minor. *Prerequisite:* at least two education courses, which may be taken concurrently, and consent of instructor. Distribution area: none.

378 Strategies for Teaching Linguistically and Culturally Diverse Students

4; not offered 2010-11

The purpose of this course is to provide students the appropriate knowledge and skills necessary for effective instruction of second language learners. This will include examination of current research on second language acquisition and instructional approaches for teaching English to speakers of other languages. The course will address student evaluation, evaluation of resources, and adaptation of published and unpublished materials for instruction. Specific attention will be paid to identification and application of developmentally and linguistically appropriate strategies and materials to effectively engage English language learners of varying ages. The course will include a field experience for application of learned strategies. This course is appropriate for students aspiring to be bilingual teachers in public schools and those interested in teaching English abroad. *Prerequisite:* consent of instructor.

380 Curriculum, Instruction, and Assessment 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

1-4

Seminars that examine special topics in education not regularly covered in other education courses. The current offerings follow.

490 Seminar: Essential Readings in Education 1-4; not offered 2010-11

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

Chair: Katrina Roberts

Sharon Alker	Irvin Hashimoto
Roberta Davidson	Nadine Knight
Theresa DiPasquale	Christopher Leise
<i>(on Sabbatical, Fall 2010)</i>	Gaurav Majumdar
Scott Elliott	Jean Carwile Masteller
	Richard N. Masteller

Adjunct Faculty:

Margo Scribner	Kari Tupper
Jenna Terry	

The courses in English provide opportunity for the extensive and intensive study of literature for its aesthetic interest and value and for its historical and general cultural significance.

The English major: A minimum of 36 credits selected to include the following:

English 290.

Four period courses in English and American literature from English 336, 337, 338, 339, 340, 341, 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 selected from 348 or 349.

One course in a major English-language writer or writers from English 350, 351, 352, 357. 367-369 may also count toward the major author requirement when it is so noted in the course description.

English 491.

Two additional courses in English above 300, except 401, 402, and 498. (One of the electives may, with the written approval of the English department, be a literature course in world literature numbered 300 or higher or a course in literature offered by the department of foreign languages and literatures numbered above 306.)

No more than 12 credits earned in off-campus programs, transfer credits, credits from courses offered by other Whitman departments, or cross-listed courses may be used to satisfy major requirements. Courses used to satisfy requirements in other majors or minors cannot also be used to satisfy requirements in the English major or minor.

Courses taken P-D-F may not be used to satisfy course and credit requirements for the major.

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

The English minor: A minimum of 20 credits selected so as to include the following:

Two period courses in English literature from English 336, 337, 338, 339, 340, 341.

One period course in American literature from English 348, 349.

One course in a major English-language writer or writers from English 350, 351, 352, 357. 367-369 may also count toward the major author requirement when it is so noted in the course description.

One additional literature or writing course in English or world literature numbered above 300.

Courses taken P-D-F may not be used to satisfy course and credit requirements for the minor.

Distribution: Courses in English (except 150, 250, 251, 310, 320, 321, 322, and 389 which apply to fine arts) apply to the humanities distribution area and alternative voices as indicated.

110 Language and Writing

4, 4

Fall: Hashimoto, Scribner
Spring: 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

Elliott, Roberts

The writing of poetry, fiction, and creative nonfiction. Experience not necessary, but students should expect to complete weekly exercises, share work aloud, and write responses for peers. In addition, extensive reading and analysis of pieces by established writers in a variety of literary forms.

177 Introduction to Poetry

4; not offered 2010-11

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: Alker; Spring: Davidson, Leise

The principal aims and techniques of fiction through the study of traditional and experimental novels, short stories, and novellas. Work by such authors as Dickens, the Brontës, Conrad, Chekhov, Faulkner, Hemingway, Kafka, Crane, Malamud, Bellow, Gallagher, Paley, and Barth may be included.

179 Introduction to Drama

4; not offered 2010-11

The study of the forms and techniques of drama; the study of plays as literary texts and as scripts for production, including plays from antiquity to the present.

181, 182 Introduction to Literature and the Humanities

4

The study of selected works in major forms of thought and expression in literature and the humanities. Subjects for the sections change from semester to semester and year by year depending on the particular interests of the instructors. The current offerings follow.

181 African American Literature: Civil Rights to Post-Racial

4, x

N. Knight

This course will examine African American fiction, drama, and poetry that spans the time between the Civil Rights period and what some attempt to call our cur-

rent "post-racial" society. As African Americans gain further rights and representation, authors continue to explore questions about African American identity, culture, and artistic expression. In an increasingly multicultural if not post-racial society, what holds a literary tradition together? Authors may include Toni Morrison, Gloria Naylor, Rita Dove, Edward P. Jones, August Wilson, Suzan-Lori Parks, and Barack Obama.

182 The American Short Story

x, 4

Leise

This course will examine the growth and development of the American short story from the 19th century to the present. Aside from working to understand each story as its own literary creation, we will ask questions about the form itself: What is a short story? How does it differ from other forms of prose? How has the short story changed over time, and where might it be headed in the future? We will read critical writing as well as a hefty load of short fiction. Authors may include Poe, Hawthorne, Melville, James, Willa Cather, Kate Chopin, William Faulkner, Flannery O'Connor, John Barth, Raymond Carver, and Steven Millhauser.

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

Elliott

An intermediate workshop in fiction writing offering students the opportunity to expand their knowledge of fundamental techniques and important works in the genre. Students will write original short stories and experiment with strategies and structures through exercises meant to increase their awareness of, and proficiency in, the elements of fiction. Extensive analysis of peer work and important established models in the genre. Weekly assignments in reading and writing to develop critical and creative faculties. Final portfolio of creative and critical work. *Prerequisite:* English 150 or consent of instructor.

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 consent of instructor.

290 Approaches to the Study of Literature 4, 4

Fall: N. Knight

Spring: Davidson, Leise

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

Elliott

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:* English 250 or equivalent and consent of instructor.

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:* English 251 or equivalent and consent of instructor.

322 Advanced Creative Writing-Nonfiction

4, x

Roberts

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:* English 250, 251, or equivalent, and consent of instructor.

336-341 Studies in British Literature

4

Courses designed to introduce students to the literature and culture of England in each of six literary periods: the Middle Ages (English 336), the Renais-

sance (English 337), the Restoration and 18th Century (English 338), the Romantic Period (English 339), the Victorian Period (English 340) and 1900-Present (English 341). The specific focus of each course will vary from year to year. Topics in a particular literary period may be taken a total of two times, but only one may count toward the fulfillment of the period course requirement. A second topic taken in a particular literary period may count toward the elective requirement.

336A ST: Medieval Literature: Dream Worlds and Otherworlds

4, x

Davidson

The boundaries between the worlds of dream, fantasy, and the material world are often permeable in medieval literature. Celtic myth, Christian doctrine, and a tendency to "read" the world as text all lead at times to a blurred and sometimes undifferentiated depiction of multiple intersecting realities. This course will examine the intersection of magical, spiritual, and temporal worlds in tales, romances, plays, and mystical writings. We also will look ahead to the early Renaissance and two works that incorporate medieval models, with a difference. Texts will include, among others, *The Mabinogion*, *Over Nine Waves*, *The Lais of Marie de France*, *Gawayn and the Green Knight*, *Pearl*, *Mankind*, *The Book of the Duchess*, *Dr. Faustus*, and *A Midsummer Night's Dream*.

337A ST: Studies in Renaissance Literature: Edens Lost and Found

x, 4

DiPasquale

Seventeenth-century writers were fascinated by the classical myth of the Golden Age and the biblical story of Eden. They struggled to imagine an original, perfect state of existence, to understand how it could have been lost, and to conceptualize various ways of reclaiming it. They sought to define the causes of human suffering and sorrow, and they asked how and where human beings might find a new Paradise. On a private estate, in the life to come, or by voyaging to the New World? Through politics or divinity? As a community or in blissful solitude? We will explore a range of approaches to such questions by writers including Donne, Jonson, Lanyer, Shakespeare, Herbert, Marvell, Taylor, and Milton.

339A ST: Romantic Literature: Fiction in the Romantic Period

4, x

Alker

Although the Romantic period is generally known for its poetry, it also was a remarkably rich time for fiction in a wide variety of genres, from the witty domestic narratives of Jane Austen and the dramatic national tales of Sydney Owenson to the dark gothic novels of Matthew Lewis and Ann Radcliffe. This course will investigate the adolescence of the novel following its emergence in the 18th century. We will explore its many subgenres, its movement towards canonization, and the novel's position as a significant mediator of British identity. We also will consider the growing importance of the short story which frequently

circulated in periodicals and story collections. Authors studied may include: William Godwin, Walter Scott, Jane Austen, Matthew Lewis, Maria Edgeworth, Sydney Owenson, Thomas De Quincey, Ann Radcliffe and James Hogg.

340A ST: Victorian Literature: The Phantoms of Progress

x, 4 **Alker**

Victorian literature reflects and responds to the technological and industrial progress that strongly marked the era. We will explore a wide variety of cultural responses to rapid social change. We will examine the literary presence of a strong nostalgia for an imagined past, the crystallization of narratives of nationalism and imperialism, and the desire for moral and spiritual certainty. We also will look at disruptive elements in literature, paying particular attention to the use of supernatural or fantastic beings, from Dickens's phantoms to Christina Rossetti's goblins, to challenge and complicate the impulse toward progress. Authors studied may include: Elizabeth Gaskell, Charles Dickens, Wilkie Collins, Christina Rossetti, Charles Kingsley, Lewis Carroll, Thomas Carlyle, Oscar Wilde, Robert Browning, Alfred, Lord Tennyson, Edward Lear, and Robert Louis Stevenson.

341A ST: British Literature 1900-the Present: British and Irish Modernism

4, x **Majumdar**

This course will study literature from the "High Modernist" period (1910–1930) and the decades immediately preceding and following it. As we consider modern literature's claims to a radical break from the past, we will examine shifts in literary attitudes to formal experiment, identity, elitism, obscenity, and language itself. Writers may include Conrad, Yeats, Joyce, Woolf, Eliot, Loy, Ford, Shaw, and Auden.

347-349 Studies in American Literature

4

This includes two period courses designed to introduce students to American literature and culture in two broad periods: early and middle American literature as well as modern and contemporary literature. One special topics course, 347, with a topic that will vary every year, will examine one area of American literature in depth. English 348 and 349 will count toward period requirements and 347 will fulfill an elective requirement. English 347 can be taken twice if a different topic is offered and both times can be counted toward the elective requirement.

347 ST: The Nineteenth-Century American Novel

4, x **N. Knight**

This course traces the rise of the "American" novel as a dominant popular and literary genre of the 19th century. We will study how novels written by and about Americans sought to define a national landscape, character, and history. Through genres such as the romance, the sentimental novel, and the realist novel, we will see how novels, with ever-increasing popularity, grappled with the contradictions of slavery

in a "free" society, the role of women in the "market-place," the mythology of an American past, and the role of Americans abroad. Authors may include Hannah Foster, James Fenimore Cooper, Herman Melville, Frederick Douglass, Louisa May Alcott, Mark Twain, Henry James, and Charles Chesnut.

348 The American Literary Emergence, 1620 -1920

x, 4 **N. Knight**

Beginning with the pre-Revolutionary texts by those newly arrived to the Atlantic coast colonies, and including the writings of those already present on the continent, we will study how an "American" literature came into being. As the population boomed and expansion moved westward, the newly formed United States became a national entity and global presence. We will study the development of American individualism, the rise of genres such as the captivity narrative and the slave narrative, and major literary movements such as the shift to realism and naturalism. Authors may include Bradstreet, Emerson, Douglass, Hawthorne, Whitman, Twain, Wharton, James, Dunbar, and many, many more.

349 American Literature, 1920 to the Present

4, x **Leise**

A study of the major authors in the American literary tradition from "the roaring twenties" to the present. Topics may include modernism; postmodernism; tensions of race, class, and gender; reconsiderations of American "individualism"; and the role of capital, technology, and the corporation in contemporary American culture. Authors may include T.S. Eliot, William Carlos Williams, F. Scott Fitzgerald, Langston Hughes, Zora Neale Hurston, William Faulkner, E.E. Cummings, Frank O'Hara, Sylvia Plath, Thomas Pynchon, Don DeLillo, Louise Erdrich, Paul Auster, Suzan-Lori Parks, Colson Whitehead, and other contemporary writers.

350 Chaucer

4; not offered 2010-11

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 Shakespeare

4; not offered 2010-11

A study of the major plays written before about 1601. Plays to be read and discussed may include *The Comedy of Errors*; *Romeo and Juliet*; *A Midsummer Night's Dream*; *Richard II*; *Henry IV*, 1 and 2; *The Merchant of Venice*; *Julius Caesar*; *Much Ado About Nothing*; and *Twelfth Night*.

352 Shakespeare

x, 4 **DiPasquale**

A study of the sonnets and the major plays written after about 1601. Plays to be read and discussed may 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. The current offerings follow.

371 Dramatic Literature: Medieval through Eighteenth Century
4; not offered 2010-11

A course in the history and development of Western drama from the Middle Ages through the 18th century. Dramatists to be studied may include the Wakefield Master, Marlowe, Shakespeare, Jonson, Lope de Vega, Molière, Racine, Congreve, Beaumarchais, and Sheridan. May be elected as World Literature 371 or Theatre 371. Offered in alternate years.

372 Literature of the Modern Theatre
4; not offered 2010-11

A study of the directions modern drama has taken from the 19th century to the present. Dramatists to be studied may include Büchner, Ibsen, Strindberg, Chekhov, Shaw, Pirandello, O'Neill, Brecht, and Pinter. May be elected as World Literature 372 or Theatre 372. Offered in alternate years.

375 Literary Theory
4; not offered 2010-11

This course introduces students to arguments about the shaping, the effects, and the interpretation of literature. Themes for the course will vary, but among the questions we will consistently examine are the following: Through what kinds of assumptions is literature read? How do characters in literary texts themselves read? How do these texts interpret what they represent? We will devote approximately equal time to the study of theoretical texts and to reading literary works through theoretical lenses. Writers may include Plato, Aristotle, Nietzsche, Pater, Foucault, Derrida, Said, and Deleuze. Offered in alternate years.

376 Colonial and Anti-Colonial Literature
x, 4**Majumdar**

This course will examine texts from former colonies in South Asia, Africa, the Middle East, the Caribbean, and Australia. We will study how these works negotiate the past and present, and how they explore multiple forms and conditions of colonialism and postcolonialism. Discussions of primary works will be supplemented with readings from theoretical and critical texts. Writers may include Kipling, Tagore, Conrad, Manto, Emecheta, Carey, Gordimer, and Rushdie. Offered in alternate years.

387 Special Studies
4

Studies of English or American literature and language generally not considered in other courses offered by the department. The specific material will vary from semester to semester. The current offerings follow.

387A ST: The Black Urban Experience
x, 4**N. Knight**

This course will examine the relationship between African American literature and urban spaces in the 20th century. While the majority of the 19th-century African American population lived in the South, by World War I the "Great Migration" northward had begun. How did popular images of plantation living evolve to the point where "urban" is now euphemistic for "black" when we speak of music or fashion? The assigned works tackle issues such as segregation and "the ghetto," the alienation of city living, the influence of "the city" on music, sexuality, and art. Works include James Weldon Johnson, Ralph Ellison, Gwendolyn Brooks, Colson Whitehead, *The Boondocks*, *The Corner*, and *The Wire*.

389 Special Studies in Craft
4

Studies of literary craft not considered in other courses offered by the department, intended for upper-level creative writing students. Active participation in rigorous discussions and intensive workshops expected. Final portfolios of creative and critical works. Specific material will vary from semester to semester. The distribution area is fine arts. *Prerequisites*: English 250, 251, or equivalent, and consent of instructor.

389 ST: Humor in the Literary Short Story
4, x**Elliott**

In this course we'll examine the ways in which literary short stories manage the serious business of representing the world through a variety of comedic lenses. First, we'll read early modern short stories in which humor is the dominant mode and some important theorizations of humor. Second, we'll see how humor is functioning in several contemporary short stories. Third, we'll write and discuss original fictions inspired by the reading. Authors may include Nikolai Gogol, Franz Kafka, Washington Irving, Mark Twain, William Faulkner, Dorothy Parker, Barry Hannah, Grace Paley, Donald Barthelme, Lorrie Moore, Rick DeMarinis, Sherman Alexie, David Foster Wallace, and George Saunders, in addition to some theoretical explorations of humor.

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 instructor.

491 Seminars in English and American Literature

4

Seminars require a substantial amount of writing, a major written project of at least 15 pages involving research in secondary sources, and oral presentations. Topics will vary from semester to semester. Open to junior and senior English majors only. *Prerequisite:* English 290.

491A Historical Novels

4, x

Davidson

Reconstructions of the past by fiction writers are imaginatively constructed, and often ideologically based. Some writers use historical figures and events to convey messages about the present to their readers, to raise questions of perspective, and to argue the authenticity of lived experience versus authoritative, recorded accounts. This course will reflect upon how storytelling intersects with, critiques, and supplements our understanding of historical "fact," through the study of several historical fictions, from the Romantic Period to the contemporary. We will look, as well, at recent reflections, by historians, upon the role imagination plays in historical reconstruction. Texts may include works by Malory, Scott, Radcliff, Eco, Fowles, and Morrison.

491B Postcolonial Melancholy, Cosmopolitan Success

4, x

Majumdar

This course will study the representation of "failed" constructions (of the self, language, friendship, sexual relations, careers, and community) in literature exploring three postcolonial locales. We will investigate the melancholy implicit in the overtly ironic, playful depictions of Dublin by Flann O'Brien; in the lyrical anger of Derek Walcott's poetic critiques of Caribbean history; and in the intense mapping of India's international relations in the fiction of Amitav Ghosh. The class will consider how the mimetic failure represented in these works offers fluctuating notions of postcolonial success and how it theorizes the tensions between cosmopolitanism and colonialism. Alongside, we will read arguments by Macaulay, Freud, Gilroy, Spivak, Robbins, Said, Glissant, and Suleri.

491C Fiction in and of the American 1980s

4, x

Leise

The 1980s was a transformative decade for America's image. This class will ask how the novelists of the 1980s understood their own time, how the decade has been represented in retrospect, and what changes in representations of the period reflect about the U.S.'s changing priorities. We will read pertinent historical accounts and timely literary and cultural theory, as well as fiction writers that may include Kathy Acker, Gloria Naylor, Don DeLillo, William

Gaddis, Louise Erdrich, Bret Easton Ellis, and Colson Whitehead.

497 Thesis

4, 4

Staff

Designed to further independent research projects leading to the preparation of an undergraduate thesis. The creative thesis, an option for a student of exceptional ability in creative writing, will be a substantial, accomplished collection of work in a particular genre. Limited to, but not required of, senior English majors. *Prerequisite:* approval of a proposal submitted to the English department prior to registration by a date designated by the department. For full details, see the *English Department Handbook*.

498 Honors Thesis

4, 4

Staff

Designed to further independent critical and creative research projects leading to the preparation of an undergraduate thesis. The creative thesis, an option for a student of exceptional ability in creative writing, will be a substantial, accomplished collection of work in a particular genre. Required of and limited to senior honors candidates in English. The candidate will be assigned to an appropriate thesis adviser, depending upon his or her field of interest. *Prerequisite:* admission to honors candidacy and approval of a proposal submitted to the English department prior to registration by a date designated by the department. For full details, see the *English Department Handbook*.

Environmental Studies

Director: To be announced

Nicholas Bader, Geology

Philip D. Brick, Politics

*(Semester in the West, Fall 2010;
on Sabbatical, Spring 2011)*

Robert J. Carson, Geology and Environmental Studies *(on Sabbatical, Spring 2011)*

Amy Molitor, Environmental Studies

Kari Norgaard, Sociology and Environmental Studies

Tim Parker, Biology

Donald Snow, Environmental Humanities

Environmental studies courses deal with a wide range of contemporary problems associated with the interactions between humans and nature. Coursework is designed to meet the needs of two groups of students: those who choose to major in environmental studies and those who desire knowledge in this area as part of their general education. A primary objective of the program is to aid the student in understanding that environmental problems are multicausal phenomena, and to develop

skills necessary for effective environmental citizenship and leadership.

The environmental studies major develops a common core of knowledge through extensive interdepartmental course work, complemented by a concentration in a specific area in either the environmental humanities, sciences, or social sciences. The student may elect one of eight areas of concentration — biology, chemistry, economics, geology, humanities, physics, politics, sociology, or an individually planned major (psychology, for example) in the environmental studies major.

The following course of study is required of all environmental studies majors. Students earn a minimum of 29 credits in environmental studies (including foundation courses), and combine these credits with an area concentration. No more than eight transfer credits may be applied to the environmental studies requirements. Semester in the West and Whitman in the Wallows are programs run by Whitman College and count as credit earned on campus. Courses taken P-D-F may not be used to satisfy requirements for the environmental studies major.

Introductory coursework: Take the following: Environmental Studies 120 *Introduction to Environmental Studies*; Environmental Studies 207 *Methods of Environmental Analysis*.

Foundation coursework: Satisfy requirements in the two areas listed below that are *outside* the area of your declared environmental studies major. Course substitutions for foundation area courses must be approved by the Environmental Studies Committee.

Humanities area coursework: Take a minimum of two of the following: Classics 226 *Conceptions of Nature in Greek and Roman Thought*; Environmental Studies 247 *The Literature of Nature*; Environmental Studies 340 *Environmental Radicals in Literature*; Environmental Studies 347 *The Nature Essay*; Environmental Studies 349 *Regional Literatures of Place: The West and the South*; Environmental Studies 358 *Ecocriticism*; Environmental Studies 360 *Environmental Writing and the American West**; Philosophy 207 *Foundations of American Romanticism*; Philosophy 208 *Food: What's for Dinner?*; Philosophy 209 *Contemporary American Romanticism*; Philosophy 241 *Environmental Aesthetics*; Philosophy 250 *Environmental Thinking*; Philosophy 255 *Environmental Ethics*; Philosophy

345 *Animals and Philosophy*; Spanish 437/ World Literature 339 *Eco-Literature in the Americas*; World Literature 328 *Haiku and Nature in Japan*.

Natural/physical science area coursework: Take a minimum of two of the following courses from different departments, including at least one course with a laboratory: Biology 115 *Regional Natural History*; Biology 130 *Conservation Biology*; Biology 177 *Ecology of the American West**; Chemistry 100 *Introduction to Environmental Chemistry*; Geology 210 *Environmental Geology*; Physics 105 *Energy and the Environment*.

Social science area coursework: Take a minimum of two of the following courses from different departments: Economics 177 *Principles of Microeconomics and the Environment*; History 262 *People, Nature, Technology: Built and Natural Environments in U.S. History*; Politics 119 *Whitman in the Global Food System*; Politics 124 *Introduction to Politics and the Environment*; Politics 228 *Political Ecology*; Politics 287 *Natural Resource Policy and Management*; Politics 309 *Environment and Politics in the American West**; Politics 339 *Nature, Culture, Politics*; Sociology 309 *Environmental Sociology*; Sociology 349 *Environmental Social Movements*.

Interdisciplinary coursework: Take a minimum of one of the following courses. Course substitutions for interdisciplinary coursework must be approved by the Environmental Studies Committee. Environmental Studies 327 *Biodiversity*; Environmental Studies 353 *Environmental Justice*; Environmental Studies 369 *Food, Agriculture, and Society*; Environmental Studies 387 *Sustainability*; Environmental Studies 408 *Western Epiphanies: Integrated Project**; Environmental Studies 459 *Interdisciplinary Fieldwork*.

* Offered only to students admitted to Semester in the West

Senior coursework: Take Environmental Studies 479 *Environmental Citizenship and Leadership*.

Additional senior year requirements vary by major. For majors where a thesis is required, students must complete an interdisciplinary research project with a grade of C- or better. In addition, all environmental studies majors must pass an oral examination within their area or department of concentration. For majors that do not require a senior thesis, or if a student's

senior thesis is deemed insufficiently interdisciplinary by the Environmental Studies Committee, an oral examination in Environmental Studies also is required.

Environmental Humanities

Tom Davis, Philosophy

Rebecca Hanrahan, Philosophy

Donald Snow, Environmental Humanities

Inquiry in environmental humanities is guided by two questions: What is the relation between nature and culture? What should this relation be? These questions have become ever more important in the face of growing environmental problems. The environmental humanities major uses the traditions of nature writing and environmental philosophy, most especially the ongoing American Nature Writing tradition, to give direction and focus to inquiry into the values and concepts that an appropriate relation to nature calls for.

The environmental humanities major is governed by a subcommittee of the Environmental Studies Committee. In order to insure an intellectually cohesive program, the Environmental Humanities Steering Committee will review and approve each major's plan for coursework leading to a senior thesis.

The senior-year assessment will include an hour-long oral examination of the senior thesis.

In addition to the courses required of all environmental studies majors, the following are required for the environmental humanities major:

Foundation coursework: Take two foundation courses from the following list (courses satisfying this requirement cannot also satisfy the elective requirement): English 348 *The American Literary Emergence, 1620-1920*; Environmental Studies 247 *The Literature of Nature*; Environmental Studies 349 *Regional Literatures of Place: The West and the South*; Environmental Studies 358 *Ecocriticism*; German Studies/World Literature 319 *Environmentalism and Nature in German Culture*; Philosophy 207 *Foundations of American Romanticism*; Philosophy 209 *Contemporary American Romanticism*; Philosophy 300 *Emerson*.

Writing requirement: To fulfill the writing requirement take either Environmental Studies

347 *The Nature Essay*; or Environmental Studies 360 *Environmental Writing in the American West**.

Critical thinking requirement: To fulfill the critical thinking requirement take one course from: Classics 226 *Conceptions of Nature in Greek and Roman Thought*; Philosophy 107 *Critical Reasoning*; Philosophy 117 *Problems in Philosophy*; Philosophy 127 *Ethics*; Philosophy 208 *Food: What's for Dinner?*; Philosophy 230 *History and Philosophy of Science*; Philosophy 250 *Environmental Thinking*; Philosophy 255 *Environmental Ethics*; Philosophy 345 *Animals and Philosophy*.

Electives: Take three elective courses, two of which must be 300 or above, from: Art History/Philosophy 241 *Environmental Aesthetics*; Art History 248 *Ways of Seeing: Japanese Art and Aesthetics*; Classics 226 *Conceptions of Nature in Greek and Roman Thought*; English 348 *The American Literary Emergence, 1620-1920*; Environmental Studies 247 *The Literature of Nature*; Environmental Studies 340 *Environmental Radicals in Literature*; Environmental Studies 349 *Regional Literatures of Place: The West and the South*; Environmental Studies 358 *Ecocriticism*; Environmental Studies 360 *Environmental Writing and the American West**; Philosophy 207 *Foundations of American Romanticism*; Philosophy 209 *Contemporary American Romanticism*; Philosophy 250 *Environmental Thinking*; Philosophy 255 *Environmental Ethics*; Philosophy 300 *Emerson*; Philosophy 345 *Animals and Philosophy*; Spanish 437/World Literature 339 *Eco-Literature in the Americas*; World Literature 328 *Haiku and Nature in Japan*.

*Offered only to students admitted to Semester in the West

Environmental Sciences

Nicholas Bader, Geology

Mark Beck, Physics (*on Sabbatical, 2010-11*)

Robert J. Carson, Geology and Environmental Studies (*on Sabbatical, Spring 2011*)

Frank Dunnivant, Chemistry

Delbert Hutchison, Biology

Tim Parker, Biology

The natural and physical sciences provide foundational theories for understanding environmental phenomena in the physical world

and support environmental studies by gathering and analyzing baseline data to inform policy decisions. Issues ranging from the effects of pollution, optimal land- or water-use practices, protections of biodiversity, and effective energy consumption all benefit from insights provided by the natural and physical sciences. Available majors and required courses appear below.

These requirements are in addition to courses required of all environmental studies majors.

Biology-Environmental Studies:

Biology 111; 112; 205; 215 or 277; 303 or 305; 310 or 330; 350; 489; 490 or 498; Chemistry 125, 126, 135, 136, (or 140), 245; Mathematics 125 or higher calculus course, or Mathematics 128 or higher statistics course. Courses in physics are recommended.

Chemistry-Environmental Studies:

Chemistry 125, 126; 135, 136 (Note: Chemistry 140 is equivalent to Chemistry 125, 126, 135 and 136); Chemistry 240; 245; 246; 251 and 252; 346; 388 or 320. Also required are Mathematics 125, 126, and Physics 155 or 165, 156 or 166; Chemistry 490 or 498.

Geology-Environmental Studies:

Biology 115; 130; 177; or a substitution approved by the geology department. In addition, Geology 480 is strongly recommended. Geology 210 (or 110, or 120); 227; 358; 343; 346; 350; 420; 470, plus one other three- or four-credit geology course numbered 250 or above. Also required are Chemistry 125, 126, 135. Strongly recommended are courses in meteorology, physics, calculus, and statistics, and additional courses in biology and chemistry.

Physics-Environmental Studies:

Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480 or BBMB 324. Also required are Mathematics 125, 126, 225, 235, 236, and 244.

Environmental Social Sciences

Aaron Bobrow-Strain, Politics

Philip D. Brick, Politics

*(Semester in the West, Fall 2010;
on Sabbatical, Spring 2011)*

Jan P. Crouter, Economics

Kari Norgaard, Sociology and Environmental Studies

Human activities are at the root of most aspects of environmental degradation from global climate change to toxic waste to habitat loss. Applying social science theories and methods, environmental social science majors explore how human systems affect the natural environment, how decisions to utilize natural resources are made, and how various political strategies might address environmental concerns. Available majors and required courses appear below.

These requirements are in addition to courses required of all environmental studies majors.

Economics-Environmental Studies:

Economics 177 *Principles of Microeconomics and the Environment*; Economics 102 *Principles of Macroeconomics*; Economics 227 *Statistics for Economics* (or Mathematics 128 *Elementary Statistics* or Mathematics 338 *Probability and Statistics*); Economics 307 *Intermediate Microeconomics*; Economics 308 *Intermediate Macroeconomics*; Economics 477 *Environmental and Natural Resource Economics*; and one additional course in economics. Additional relevant coursework in other social sciences is strongly recommended (see social science area of the environmental studies major requirements). A minimum requirement of C (2.0) is required in Economics 307 and 308. Economics 493, 494 *Directed Reading* and other economics courses taken P-D-F may not be used to meet the 27-credit requirement. The senior assessment consists of the Major Field Test (MFT) and an oral exam in economics and (for those not writing a suitably interdisciplinary honors thesis) an oral exam in environmental studies.

Politics-Environmental Studies:

Introductory courses: Take at least one of the following: Politics 119 *Whitman in the*

Global Food System; Politics 124 *Introduction to Politics and the Environment*; Politics 228 *Political Ecology*; Politics 287 *Natural Resource Policy and Management*.

Political economy: Take at least one of the following: Economics 177 *Principles of Microeconomics and the Environment*; Politics 363 *Genealogies of Political Economy*.

Global politics: Take at least one of the following: Politics 147 *International Politics*; Politics 232 *The Politics of Globalization*; Politics 331 *Politics of International Hierarchy*; Politics 338 *North-South Relations*; Politics 378 *Transnationalism*.

Electives: Take 12 additional credits in politics. At least eight of these must be 300- and 400-level courses.

Senior year requirements: Take the following: Politics 490 *Senior Seminar*; Politics 497 *Senior Thesis* or Politics 498 *Honors Thesis*; Environmental Studies 488 *Senior Project* or 498 *Honors Project*.

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.

Sociology-Environmental Studies: Sociology 117 *Principles of Sociology*; Sociology 207 *Social Research Methods*; Sociology 309 *Environmental Sociology*; Sociology 367 *History of Sociological Theory*; one course chosen from either Sociology 307 *Human Communities*, or Sociology 348 *Technology and Society*, or Sociology 349 *Environmental Social Movements*, or Sociology 353 *Environmental Justice*; one course chosen from Economics 177 *Principles of Microeconomics and the Environment*; or Politics 119 *Whitman in the Global Food System*, or Politics 124 *Introduction to Politics and the Environment*, or Politics 228 *Political Ecology*, or Politics 309 *Environment and Politics in the American West**; one additional four-credit course in sociology; Sociology 490 *Current Issues in Sociology*; and Sociology 492 *Thesis* or Sociology 498 *Honors Thesis*; Environmental Studies 488 *Senior Project* or 498 *Honors Project*.

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. Also, consider the University of Montana's Northwest Connections Field Semester.

120 Introduction to Environmental Studies

4, 4

Fall: Carson; Spring: Bader

An introduction to interdisciplinary themes in environmental studies, including perspectives from the sciences, social sciences, and humanities. Emphasis is placed on understanding local and regional environmental problems as well as issues of global environmental concern. Students enrolling in this course also will be required to enroll in Environmental Studies 120 *Environmental Studies Excursions*. The weekly afternoon excursions cover the length of the Walla Walla drainage basin, from the Umatilla National Forest to the Columbia River. Excursions may include the watershed, the water and wastewater treatment plants, energy producing facilities, a farm, a paper mill, different ecosystems, and the Johnston Wilderness Campus. This course is required of all environmental studies majors. All environmental studies majors must pass this course with a minimum grade of C (2.0). First-year students and sophomores only or consent of instructor.

207 Methods of Environmental Analysis

3, 3

A. Molitor

An introduction to analytic methods and tools utilized to address environmental issues and problems. Building on a basic understanding of elementary concepts in statistics (variables, descriptive and inferential statistics, confidence intervals, hypothesis testing, effect sizes, etc.), students will learn to read, interpret and critically evaluate environmental data and literature. Additionally, students will become familiar with environmental analysis procedures and surveys such environmental assessment (Environmental Impact Statements); environmental risk assessment; land, soil, water, wildlife, agricultural, and mineral surveys. Lastly, given the inherent spatial nature of environmental data, students will utilize Geographic Information Systems software to assess spatial relationships between variables. Two hours of lecture per week plus one three-hour laboratory. *Prerequisites:* Environmental Studies 120; declared environmental studies major, or consent of instructor.

220 Internship Project

1-2, 1-2

A. Molitor

Engage in an internship with a college, local, regional, national, or international environmental organization. Prior to the beginning of the semester, students must present an internship proposal outlining specific goals, responsibilities and time commitment. From this proposal, the internship coordinator, along with input from the student's internship supervisor, will determine the appropriate number of credit hours. In addition to the internship proposal, students are required to maintain an internship journal, submit a

midterm and final internship report, and present their intern experience in a poster or oral presentation. 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.

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. *Prerequisite*: consent of instructor. The current offering follows. *Fee*: maximum \$75 per semester.

260T Regional Studies: Trans-Pecos Texas

x, 1

Carson

A seminar on the natural and human history of southwestern Texas. Environmental issues related to water rights, soil erosion, mining, exotic species, and the Mexico-U.S. border. Study area is the Chihuahuan Desert plus the alpine portions of the Big Bend National Park and the Davis Mountains. Field trip in March 2011. *Corequisite*: Geology 158T. *Fee*: \$700 for both courses.

327 Biodiversity

4; not offered 2010-11

This class will place the concept of biodiversity in historical, ethical, biological, and social context. Students will trace the history of the concept of biodiversity from before the coinage of the term through today. They will learn about different biological definitions of diversity, and the ecological and evolutionary factors responsible for controlling diversity. Students will then consider the scientific evidence for an anthropogenic biodiversity decline, and they will identify components of biodiversity most at risk. The class will evaluate, from ethical, social, and scientific perspectives, various arguments that have been advanced to justify the conservation of biodiversity. We will assess government and nongovernmental actions that serve or strive to protect biodiversity. Students also will come to understand social implications of biodiversity conservation, including both convergence and divergence between the perspectives of local

people and those of conservationists and managers. *Prerequisites*: Environmental Studies 120 and 207.

340 Environmental Radicals in Literature

4, x

Snow

Much contemporary environmental thought provides a radical critique of industrial and post-industrial society, but in earlier times the first true environmental thinkers challenged systems of agriculture, market economics, land ownership, and urbanism. What was once radical moved toward the center. In this course, students will examine the radical tradition of environmental thought as it has been expressed in literary and other texts. Bioregionalism, ecofeminism, agrarian communalism, Luddism, Deep Ecology, eco-centrism, and other radical environmental expressions will be examined critically. Works by Hawthorne, Thoreau, Ed Abbey, Kirk Sale, Gary Snyder, Susan Griffin, Barbara Kingsolver, Paul Shepard, David Abram and others may be included. Offered in alternate years.

347 The Nature Essay

x, 4

Snow

The class will be conducted as a nonfiction prose writing workshop in which students read and comment on each others' writing. After examining published works chosen as models, students will write essays in the nature-writing tradition, selecting approaches from a broad menu. Nature-writing includes literary natural history; "science translation writing"; essays on current environmental issues; personal essays based on engagement with land, water, wildlife, wilderness; travel or excursion writing with a focus on nature; "the ramble"; and other approaches. Students will learn how contemporary nature-writers combine elements of fiction, scientific descriptions, personal experience, reporting and exposition into satisfying compositions. *Prerequisite*: consent of instructor.

349 Regional Literatures of Place: The West and the South

4; not offered 2010-11

The literatures of both the American West and the American South often reflect political struggles. Issues of federalism and states rights, economic dependency on the land, the rapid and radical transformation of an indigenous economy and ecology, and the stain of history stand in the foreground. This seminar will examine literary regionalism by focusing on southern and western writers whose works emanate from and reinforce the ethic and spirit of place. Several of the "Southern Agrarians" may be included along with William Faulkner, Eudora Welty and Flannery O'Connor. Western writers may include Bernard DeVoto, Wallace Stegner, Mary Clearman Blew, John Nichols, Larry Watson and William Kittredge. In addition, films will be used to illustrate the peculiar burden of the contemporary western writer. Offered in alternate years.

353 Environmental Justice

4; not offered 2010-11

How are environmental problems experienced differently according to race, gender, class and nationality? What do we learn about the meaning of gender,

race, class and nationality by studying the patterns of environmental exposure of different groups? Environmental justice is one of the most important and active sites of environmental scholarship and activism in our country today. This course integrates perspectives and questions from sciences, humanities and social sciences through the examination of a series of case studies of environmental injustice in the United States and worldwide. Biology and chemistry figure centrally in links between environmental contaminants and human health. Systematic inequalities in exposure and access to resources and decision making raise moral and ethical questions. Legal and policy lessons emerge as we examine the mechanisms social actors employ in contesting their circumstances. This course will be reading, discussion and research intensive. May be elected as Sociology 353, but must be elected as Environmental Studies 353 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisite:* consent of instructor.

358 Ecocriticism 4; not offered 2010-11

This course explores the emergence of ecocriticism in the 1990s and its subsequent evolution as a recognizable school of literary and social criticism. Students will analyze foundational texts underpinning ecocritical theory, beginning with Joseph Meeker's *The Comedy of Survival*, then move on to more recent texts that seek to expand ecocriticism beyond the boundaries of nature-writing. Students will discuss, present, and write ecocritical analyses of various literary works. Offered in alternate years.

360 Environmental Writing and the American West

4, x **Brick**

This course explores how writers and others conceptualize and portray various aspects of the American West. Emphasis is placed on the analysis of a variety of genres, including nature writing, political journalism, creative writing, poetry, and writing for interdisciplinary journals in environmental studies. We will write daily, and we will often read aloud to one another from our work. Goals include developing a voice adaptable to multiple audiences and objectives, understanding modes of argument and effectiveness of style, learning to meet deadlines, sending dispatches, reading aloud, and moving writing from the classroom to public venues. The course will be sequentially team-taught in the eastern Sierra Nevada region of California and southeastern Utah. Required of, and open only to, students accepted to Semester in the West. This course can be used by environmental studies majors to satisfy environmental studies-humanities credits within the major. *Prerequisites:* acceptance into the Semester in the West Program.

367, 368 Special Topics 1-4

An investigation of environmentally significant issues centered on a common theme. The course may include lectures by off-campus professionals, discussions, student presentations, and field trips.

369 Food, Agriculture, and Society 4; not offered 2010-11

Why does the food system work the way it does, and how can it be changed? This advanced reading seminar draws together classics texts from political theory, geography, literature, sociology, anthropology, history, political economy, and agroecology to explore the workings of the global food system. It builds on Politics 119, but previous completion of this course is not required. May be elected as Politics 369, but must be elected as Environmental Studies 369 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisite:* Environmental Studies 207.

387 Sustainability 4; not offered 2010-11

In this discussion and research seminar we will explore both critical and practical approaches to the concept of sustainability. What is being sustained, why, and for whom? Students will engage in individual and collaborative research on topics associated with sustainability, including energy, climate, development, water, design, agriculture, and natural resources. Our objective will be to link our critical discussions with our empirical research, resulting in a more nuanced understanding of sustainability and the wide range of environmental claims made in its name. May be elected as Politics 387, but must be elected as Environmental Studies 387 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisite:* Environmental Studies 207.

390 Independent Study 1-4, 1-4

Staff

A series of readings or a program of individual research of approved environmental topics. *Prerequisite:* consent of instructor.

408 SW Western Epiphanies: Integrated Project

4, x **Brick**

In this course students will be responsible for developing a final project based on Semester in the West experiences with the objective of integrating knowledge from courses in politics, ecology, and writing. Each student will produce a final project that sheds light on a substantive issue addressed on Semester in the West. Students must also present their project in a public forum and publish it as an audiovisual podcast on the Semester in the West Web site. Required of, and open only to students accepted to Semester in the West. *Prerequisites:* acceptance into the Semester in the West Program.

459 Interdisciplinary Fieldwork 4

Students may earn credit for interdisciplinary fieldwork conducted on programs approved by the Environmental Studies Committee. Fieldwork must integrate knowledge from at least two areas of liberal learning, including the sciences, social sciences, and the humanities. This course may be used to satisfy the interdisciplinary coursework requirement for environmental studies majors. The current offerings follow.

Prerequisite: admission to field program approved by the Environmental Studies Committee for interdisciplinary credit.

459 Interdisciplinary Fieldwork: A Wallowa County Almanac

4; Summer 2011 **Snow, Hutchison**

A month-long exploration of the diverse natural and human communities of Wallowa County, located in northeastern Oregon. Students will begin with an intensive course on community-based conservation, followed by a natural history field seminar, followed next by a writing workshop based on field journals. In the spirit of Aldo Leopold, students will combine field observations with ethical and policy analysis to create a natural history and environmental field journal. This course will integrate learning within living laboratories of community-based conservation (politics and economics), ecology (natural history field studies), and environmental writing. *Prerequisite:* admission to Whitman in the Wallowas Program.

479 Environmental Citizenship and Leadership

2, 2 **Fall: Norgaard**
Spring: Crouter, 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 environmental decision-making processes and institutions. Then they will work individually and in teams to study active environmental disputes, with the ultimate aim of recommending formal solutions. This course is required of, and open only to, environmental studies majors in their senior year. Field trips and guest presentations may be included.

488 Senior Project

1-3, 1-3 **Staff**

The student will investigate an environmental issue of his or her own choice and prepare a major paper. The topic shall be related to the student's major field of study and must be approved by both major advisers.

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 course titles of required and/or recommended environmental studies courses. See detailed descriptions under relevant departmental heading in this catalog.

Biology 115 *Regional Natural History*
Biology 122 *Plant Biology*
Biology 125 *Genes and Genetic Engineering*

Biology 127 *Nutrition*
Biology 130 *Conservation Biology*
Biology 215 *Plant Ecology*
Biology 277 *Ecology*
Biology 327 *Biology of Amphibians and Reptiles*
Biology 350 *Evolutionary Biology*
Chemistry 100 *Introduction to Environmental Chemistry*
Chemistry 388 *Environmental Chemistry and Science*
Economics 177 *Principles of Microeconomics and the Environment*
Economics 277 *Global Environmental and Resource Issues*
Economics 347 *Transportation and the Environment*
Economics 477 *Environmental and Natural Resource Economics*
Geology 130 *Weather and Climate*
Geology 180 *Oceanography*
Geology 210 *Environmental Geology*
Geology 250 *Late Cenozoic Geology and Climate Change*
Geology 301 *Hydrology*
German/World Literature 319 *Environmentalism and Nature in German Culture*
History 262 *People, Nature, Technology: Built and Natural Environments in U.S. History*
Philosophy 127 *Ethics*
Philosophy 241 *Environmental Aesthetics*
Philosophy 255 *Environmental Ethics*
Philosophy 345 *Animals and Philosophy*
Physics 105 *Energy and the Environment*
Politics 119 *Whitman in the Global Food System*
Politics 124 *Introduction to Politics and the Environment*
Politics 147 *International Politics*
Politics 287 *Natural Resource Policy and Management*
Politics 309 *Environment and Politics in the American West*
Politics 339 *Nature, Culture, Politics*
Religion 227 *Christian Ethics*
Sociology 307 *Human Communities*
Sociology 309 *Environmental Sociology*
Sociology 348 *Technology and Society*
Sociology 349 *Environmental Social Movements*
Sociology 353 *Environmental Justice*
Spanish 437/World Literature 339 *Eco-Literature in the Americas*

Foreign Languages and Literatures

Chair: John Iverson,
Foreign Languages and Literatures

Please refer to the Chinese, French, German Studies, and Japanese sections of this catalog.

Placement in language courses: Students who have previously studied a foreign language in secondary school, college, or elsewhere must take a placement test before enrolling in a course in the same foreign language at Whitman College. Each language area places students in the appropriate level of language study after considering the results of the placement examinations and the individual circumstances of the student. The French and German Studies tests first must be reviewed by the language faculty, who then will place students at the correct level and subsequently notify the Registrar's Office.

Students with no previous language experience are not required to take the placement examination.

Students who have already taken a foreign language course at the college level cannot repeat the same level course and receive both transfer and Whitman credit for it. Placement of students who wish to continue studying that language at Whitman will be based on placement test results. Repeat of equivalent coursework will result in Whitman credit with the forfeiture of equivalent transfer credit.

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

Distribution Requirements:

Humanities:

All courses in foreign languages and literatures
All world literature courses taught by members
of the department of foreign languages and
literatures

Alternative Voices:

All courses in Chinese and Japanese
All courses in French and German, above 206
The same course cannot fulfill both the humani-

ties and alternative voices distribution areas. With the exception of Chinese 491 and 492 and Japanese 491 and 492, courses designated Independent Study will not satisfy either the humanities or the alternative voices distribution requirements.

101-104 Special Topics in Foreign Languages

2-4

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

108, 109 Elementary Modern Standard Arabic

4, 4

Abcd

An introduction to Modern Standard Arabic. Course objectives include developing listening, speaking, reading, and writing skills in Arabic; mastering the sound and writing systems of Arabic; understanding and using formulaic and functional phrases; using numbers and counting; and mastering some of the morphological and syntactic features of the language. Teacher and student activities are geared toward developing functional abilities to use Arabic accurately and fluently in listening, speaking, reading, and writing. This involves intensive classroom interactions and out-of-class assignments. Distribution areas: humanities, alternative voices.

French

Chair: John Iverson,
Foreign Languages and Literatures

French

Sarah Hurlburt
John Iverson
Mary Anne O'Neil
Nicole Simek (*on Sabbatical, Fall 2010*)
Zahi Zalloua

Courses in French develop critical, linguistic and cultural competence through the study of a broad range of topics in French and Francophone language, literature and cinema. In addition to developing language proficiency through constant practice speaking, reading, writing, and listening, students in French will acquire cultural, literary and historical knowledge of France and the Francophone world and learn to organize and articulate a critical, literary analysis within and across specific periods and genres.

Courses in world literature, taught by French faculty in English, address special topics in

French literature, history, culture, and film for both students of French and students with no knowledge of French language.

Placement in language courses: Students with previous foreign language experience in French must take a placement test in order to enroll. The test may be accessed through the Web site of the Registrar.

The Foreign Languages and Literatures/ French major: Thirty-four credits in French language and literature at the 300 and 400 level (or equivalent.) These 34 credits must include French 315 (or equivalent.) These 34 credits may include up to 11 credits transferred from approved study abroad programs or other colleges or universities; and up to eight credits from courses approved by the French faculty that are taught in English and deal with French or Francophone material.

Senior Assessment: All French majors are required to pass written and oral examinations the second semester of their senior year based on the departmental reading list. Declared majors have access to the French major CLEo site, which contains the reading list and sample questions from previous exams.

The Foreign Languages and Literatures/ French minor: A minimum of 18 credits at the 300 and 400 level, or equivalent. These 18 credits must include French 315 (or equivalent) and at least one 400-level (or equivalent) literature course taught in French. At least 12 of the 18 credits for the minor must be completed on campus at Whitman.

AP, P-D-F and independent study credits may NOT be used to fulfill major or minor credit or course requirements in French. Courses taken P-D-F prior to the declaration of the major or minor may be applied to the major or minor.

105, 106 Elementary French

4, 4 Fall: Staff; Spring: Hurlburt

For students who have had little or no formal contact with the language. The ultimate aim is reasonable mastery of the four skills: speaking, understanding, reading, and writing. Only French will be spoken in class. Grammar is taught with a view to generating fluency rather than as an end in itself. Four classroom meetings are required each week. Students who have previous work in French are required to take a departmental placement examination for entrance. Open to juniors and seniors by consent only.

205, 206 Intermediate French

4, 4 Fall: Staff; Spring: Iverson

A yearlong overview of spoken and written French. Conducted in French; meets four times a week. Weekly readings and compositions, exercises in spontaneous and recorded oral production and active participation required. *Prerequisite:* French 106. Students who have not taken French at Whitman previously must take a placement exam.

210 Intensive Intermediate French

4, x Zalloua

This accelerated course will allow motivated students who place at the high-intermediate level to advance to the 300-level courses after only one semester. It is offered as an alternative to the standard two-semester second-year language sequence (French 205-206). Work will focus on development of the four basic linguistic skills — speaking, listening, writing and reading — through structured grammar practice, communicative activities, and selected readings. *Prerequisite:* placement exam or consent of instructor.

305 Advanced Composition and Stylistics

4, x Iverson, Hurlburt

Students will develop their creative expression and written argumentation skills through the study and practice of various popular and literary genres, such as portraiture, essays, and narrative fiction. Coursework focuses on developing written composition and stylistic strategies, but also requires active discussion of the readings, oral projects, and in-class oral activities (such as theatrical exercises). Conducted in French. *Prerequisites:* any one of the following: French 206, 210, any other 300-level French course, placement exam, or consent of instructor.

306 Advanced Conversation

x, 4 Simek

Students will expand and perfect their ability to function accurately and appropriately in all registers of spoken French. Coursework includes extemporaneous debate and conversation, scripted and improvised performances, analysis of electronic media, as well as advanced grammar exercises and short written compositions. Attention will be given to cultural analysis of communicative strategies. Conducted in French. *Prerequisites:* any one of the following: French 206, 210, any other 300-level French course, placement exam, or consent of instructor.

315 Introduction to French Literature

4, 4 Fall: Iverson; Spring: Hurlburt

This course provides a critical introduction to reading French poetry, theater, prose and film. Students acquire the tools and vocabulary necessary to read closely and analyze texts in French through the study of selected works by major French and Francophone authors. Frequent short papers, oral presentations and active participation are required. Conducted in French. French 315 is required for both the French minor and the French major. *Prerequisites:* French 206 or 210,

any other 300-level French course, placement exam, 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 20th century to the present. Topics discussed include French youth, the condition of women, immigration and racism, the economy and work, Paris, the provinces and the DOM-TOM, Francophone countries, education and politics. Assignments may include readings from the French press and modern French fiction, French film screenings and radio broadcasts. Conducted in French. *Prerequisite:* any one of the following: French 206, 210, any other 300-level French course, placement exam, or consent of instructor.

427 Subjectivity and Otherness in Medieval and Renaissance Literature

4; not offered 2010-11

This course examines the relationship between subjectivity and otherness in French medieval and renaissance works. From the early medieval epic *La Chanson de Roland* to Michel de Montaigne's late renaissance essay "Des Cannibales," representations of the cultural and religious Other have played a crucial role in the fashioning of French identity. We will explore the ethics and politics of representations that such encounters generated. Alongside the paradigm of the cross-cultural encounter, we also will investigate the gendered construction of otherness that takes place in lyric poetry, focusing in particular on desire and misogyny in relation to the medieval idea of courtly love, or *fin amor*; and its reconfiguration in renaissance Petrarchan poetry. *Prerequisites:* at least two 300-level French classes or consent of instructor. Next scheduled for Spring 2012.

429 Self and Society in Seventeenth Century France

4; not offered 2010-11

Reacting to the rapid transformation of political and social structures, 17th century French writers pursued a sustained inquiry into the proper role of the individual in society. Primary readings will include works by Corneille, Molière, Racine and Lafayette. The course also will examine the legacy of the "Grand Siècle" as an element of modern French culture. Required papers, presentations, class participation, and a final project. Conducted in French. *Prerequisites:* at least two 300-level French classes or consent of instructor.

430 France and New France: Eighteenth Century Literature

4; not offered 2010-11

Exploration, commerce, and colonialism brought the French into contact with many different cultures during the 17th and 18th centuries. These encounters raised fundamental questions about human nature, societal order, and the existence of universal truths,

questions that shaped the philosophy and literature of the French Enlightenment. In this course, we will first consider the broad impact of cross-cultural comparisons. The second half of the course will then focus on the specific example of the French experience in North America. Required papers, presentations, class participation and a final project. Conducted in French. *Prerequisites:* at least two 300-level French classes or consent of instructor. Next scheduled for Spring 2012.

431 Literary Paris, 1600-1800

x, 4

Iverson

Over the course of the 17th and 18th centuries, Paris emerged as the leading European cultural capital, characterized by an extremely active literary milieu. This course will focus on the city of Paris as a literary subject and as a site of literary production. Readings will include poetry, theatrical works, novels, and political and literary essays, as well as recent theoretical studies dealing with the sociology of literature. Required papers, presentations, class participation, and a final project. Conducted in French. *Prerequisites:* at least two 300-level French classes or consent of instructor.

447 Reading the Rules of the Game: Narrative in Text and Film

4, x

Hurlburt

This course will explore the nature and possibilities of traditional narrative in film, theater and prose through close readings of texts by theatrical authors such as Marivaux and Musset, prose authors such as Balzac, Flaubert and Maupassant, and film directors such as Renoir, Chabrol, Kechiche and Rivette, as well as selected critical works on adaptation and authorship. Class will be conducted in French. Texts will be read in French, and movies will be shown in French with English subtitles. *Prerequisites:* at least two 300-level French classes or consent of instructor.

448 New Novel, New Wave: Revolutions in Prose and Film Narrative

4; not offered 2010-11

This course will explore the evolution and revolution of narrative structures in France in the 1950s and 1960s. Authors and directors called into question the traditional focus on plot and characterization, launching a new era of exploration into the subjective possibilities of textual and cinematic narrative. We will study authors and directors from the movements of the "Nouveau roman" and the "Nouvelle vague," such as Robbe-Grillet, Sarraute, Duras, Truffaut, Godard, Varda, and Resnais. Class will be conducted in French. Texts will be read in French and movies will be shown in French with English subtitles. *Prerequisites:* at least two 300-level French classes or consent of instructor. Next scheduled for Fall 2011.

449 Modernism and the Age of Suspicion

4; not offered 2010-11

We will explore the aesthetic, philosophical, and political developments of the 20th century in France

through works by writers such as Valéry, Proust, Breton, Sartre, Beckett, Camus, Sarraute, and Duras. Conducted in French. *Prerequisites*: at least two 300-level French classes or consent of instructor.

450 Ethics, Politics, Aesthetics and the Afro-Caribbean Text

x, 4 **Simek**

The French language and culture were imposed on populations across the globe over the course of France's imperial expansion. This course studies literary movements, genres, and critical approaches that emerged from this contact between cultures in West Africa and the Caribbean. Conducted in French. *Prerequisites*: at least two 300-level French classes or consent of instructor.

491, 492 Independent Study

1-3, 1-3

Staff

Directed readings of topics or works selected to complement, but not substitute for, the regular period offerings of the French program. The proposal for independent study must be approved by the tenure-track staff. The number of students accepted for the course will depend on the availability of the staff. *Prerequisite*: consent of instructor.

498 Honors Thesis

4, 4

Staff

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in French. *Prerequisite*: admission to honors candidacy.

The program in French also includes courses in world literature that are taught in English and may be taken for French major credit. These classes are listed in the *World Literature* section of the catalog.

Gender Studies

Director: Melissa M. Wilcox,

Gender Studies and Religion

Andrea K. Dobson, Astronomy

Suzanne Morrissey, Anthropology

(on Sabbatical, Fall 2010)

Jacqueline Woodfork, History

Zahi Zalloua, French

Gender studies courses focus upon gender identity and gendered representation as central categories of analysis. Gender studies uses the concept of gender to analyze a wide range of disciplines. Although many lines of argumentation in gender studies are inspired

by feminism, a broad variety of theoretical approaches are used to study the categories of gender. Gender studies includes women's studies, men's studies, and gay, lesbian, bisexual, and transgender studies.

The Gender Studies major: All gender studies majors must take Gender Studies 100, Gender Studies 490, and Gender Studies 497 or 498. Gender studies majors must complete at least 28 additional credits; at least 12 of these additional credits must be at the 300-400 level. Students will work closely with an adviser to select courses, which meet the following two criteria:

At least one course must be taken in each of the following five areas: gender studies in global context (e.g., Anthropology 358, History 325, Politics 359, General Studies 245), history (e.g., History 300, History 325, Classics 140), humanities (e.g., Religion 358, Rhetoric and Film Studies 240), social sciences (e.g., Anthropology 358, Politics 357, Psychology 239, Sociology 258), theory (e.g., Politics 328, Philosophy 235). Courses that fulfill the global context requirement may also fulfill other area requirements.

At least three courses at or above the 200 level must be closely related in topic or methodology. This concentration can be achieved by taking three courses from one department (e.g., history) or by taking three courses with the same focus (e.g., Latin America) from different departments. In all courses, the student's work should focus on issues of gender, even if the course itself is not as a gender studies course. Before pre-registration for the senior year the major adviser must agree that the student has proposed an acceptable means of meeting the concentration requirement.

A course in biology (e.g., Biology 120 or 125) is recommended. Students considering graduate programs are strongly advised to complete a minor in a related discipline (e.g., anthropology history, politics, psychology, sociology).

In the final semester the student must pass a senior assessment consisting of a senior thesis and an approximately one-and-a-half-hour oral examination, which will include questions concerning the thesis and coursework taken for the major.

No more than 12 credits earned in off-campus programs and transfer credit, nor more than four credits in independent study, may be used to satisfy the gender studies major requirements. Courses completed in gender studies apply to the humanities, social sciences, alternative voices, and fine arts distribution areas. Students who enter Whitman with no prior college-level coursework in gender studies would need to complete 40 credits to fulfill the requirements for the gender studies major.

The Gender Studies minor: A minimum of 20 credits to include Gender Studies 100 and at least four hours of coursework at the 100 or 200 levels and at least eight hours at the 300 or 400 levels. The student, in consultation with a gender studies adviser, will plan a program which will meet requirements of special interest and intellectual coherence, and will include courses in the social sciences, humanities and, when possible, the sciences.

The following courses are available for a gender studies major or minor. GS (global studies), Hi (history), Hu (humanities), SS (social sciences), or Th (theory) indicates the cluster area within the major to which a course may be applied.

- Anthropology 358 (GS, SS), *Sex and Gender in Anthropological Perspective*
- Classics 140 (Hi), *Women in Antiquity*
- Education 360/Sociology 370 (SS), *Issues of Educational Equality*
- History 254 (Hi), *The Social History of Stuff: Power, Technology, and Meaning in the United States from the Cotton Gin to the Internet*
- History 300 (GS, Hi), *Gender in Chinese History*
- History 319 (GS, Hi) *Women in Africa*
- History 325 (GS, Hi), *Women in Islam*
- History 370 (Hi), *Interrogating Sisterhood: Women and Gender in the United States*
- History 393 (Hi), *Constructions of Gender in the Middle Ages*
- Music 354 (Hu), *Women as Composers*
- Philosophy 235 (Th), *Philosophy of Feminism*
- Philosophy 332 (Hu), *Reproduction*
- Politics 254 (SS), *Gender and Race in Law and Policy*
- Politics 307 (Th), *The Severed Hand: Political Theory and the Body Politic*
- Politics 325 (SS), *Queer Politics and Policy*
- Politics 328 (Th), *Contemporary Feminist Theories*
- Politics 359 (GS, SS), *Gender and International Hierarchy*
- Politics 365 (SS), *Political Economy of Care/Work*

- Psychology 239 (SS), *Psychology of Women and Gender*
- Religion 287 (Hu), *Queer Religiosities*
- Religion 358 (Hu), *Feminist and Liberation Theologies*
- Religion 359 (Hu), *Gender, Body, and Religion*
- Rhetoric and Film Studies 240 (Hu), *Rhetorical Explorations: Race, Class and Gender*
- Sociology 257 (SS), *Sociology of the Family*
- Sociology 258 (SS), *Gender and Society*
- Sociology 287 (SS), *Sociology of the Body*
- Spanish 411 (GS, Hu), *Desperate Housewives: Feminism in Latin American Fiction*
- Spanish 428 (GS, Hu), *España en el corazón: The Spanish Civil War in Film, Literature, and Art*
- Spanish 439 (GS, Hu), *The Horror, the horror: Gore, Sex, and Politics in Peninsular Film and Literature*
- Spanish 447/World Literature 329 (Hu), *Familias y Fronteras: Contemporary Chicana Literature*
- Spanish 450 (GS, Hu), *Night Chicas: Sex Workers in Contemporary Film from Spain, Mexico, and Brazil*
- Spanish 451 (GS, Hu), *The Theatre and Poetry of Federico García Lorca*
- Spanish 452 (GS, Hu) *Pedro Almodóvar's Spain*
- SSRA 328, *Women and Sport*
- World Literature 395 (Th), *Contemporary Literary Theory*

Please check the Gender Studies Web page for updates to this list and for information about gender studies courses offered in alternate years: www.whitman.edu/gender_studies.

Note: A course cannot be used to satisfy both major and minor requirements, e.g., History 370 cannot be used to apply toward the 38 credit requirement for the gender studies major and history minor or vice versa.

100 Introduction to Gender Studies

4, 4 **Fall: Wilcox; Spring: Morrissey**

This interdisciplinary course is designed to introduce students, particularly those intending to complete a gender studies major or 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.

110-119 Special Topics**4, 4**

This course explores selected topics in gender studies.

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.

300-309 Special Topics**4, 4**

This course explores selected topics in gender studies.

300A ST: Queer Theory**x, 4****Wilcox**

Queer theory developed in the early 1990s out of the conjunction of feminist theory, sexuality studies, and queer activism. This course introduces students to some of the key authors and texts in queer theory, as well as applications of queer theory in a variety of academic fields and critiques of queer theory as androcentric, Eurocentric, overly intellectual, and impractical. It is recommended that students who take this class have previous exposure to theoretical writing in either the humanities or the social sciences. Distribution areas: humanities, alternative voices.

326 The Femme Fatale: The Question of "woman" in Modern Japanese Fiction**x, 4****Shigeto**

Women have often been represented as idealized, seductive, and dangerous femme fatales in Japanese literature. In this course we shall trace and analyze various literary configurations of femme fatales specifically in the context of late 19th century and 20th century Japan. The questions we shall engage with will include: what are the implications of the femme fatale in the construction of male subjectivity and what constitutes a modern subject? We shall also investigate how some literary works, particularly those written by women writers, offer understandings of female subjectivity that are irreducible to an idealized object of male desire or to a marginalized figure lacking full-fledged selfhood. The writers whose works we will read include Mori Ōgai, Izumi Kyōka, Tanizaki Jun'ichirō, Kawabata Yasunari, and Enchi Fumiko. We will bring primary works of fiction into dialogue with supplementary critical and theoretical materials. May be elected as World Literature 326.

490 Senior Seminar**4, x****Wilcox**

Taught by a gender studies faculty member with guest participation by others, this seminar is intended to engage senior majors in sustained discussion of contemporary gender issues. Readings, discussion, and papers, including a proposal for the thesis. Required of and limited to senior gender studies majors. (Fall degree candidates should plan to take this seminar at the latest possible opportunity).

491, 492 Independent Study**1-4, 1-4****Staff**

Directed study and research on a topic of interest to the individual student. The project must be approved by the staff. *Prerequisite:* consent of instructor.

497 Thesis**x, 4****Staff**

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

498 Honors Thesis**x, 4****Staff**

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

Geology

Chair: Kevin R. Pogue

Nicholas Bader

Robert J. Carson (*on Sabbatical, Spring 2011*)

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 50 credits (36 in geology) to fulfill the requirements for the geology major. Courses completed in the geology or geology combined majors 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.

The Geology major: A minimum of 36 credits to include either Geology 110, 120, or 210; Geology 227; and either Geology 312, 321, or 368; and Geology 343, 346, 350, 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 or 128; Physics 155, 165, or Geology 310.

It is strongly recommended that geology majors complete English 210, and Rhetoric 110, 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), 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 227 and a minimum of one credit in 358, plus additional work in geology for a minimum of 16 credits.

The Astronomy-Geology combined major: Astronomy 177, 178, 179, two credits of 490, one of the following: 310, 320, 330, 340, 350, 380, and at least two additional credits in courses numbered 310-392; either Geology 110, 120, or 210; and 227, 343, 350, 470 and a minimum of one credit in 358, two credits of 490, and two of the following: 310, 346, or 420; Physics 155, 156, Mathematics 125, 126, and Chemistry 125, 135 are also required. Mathematics 167, 225, 235, 236, 244, Chemistry 126, 136, and Physics 245, 246, 255, 256 are strongly recommended. In the final semester the student must pass a senior assessment consisting of a two-part comprehensive written examination and an approximately one-hour oral exam conducted jointly by astronomy and geology faculty.

The astronomy-geology combined major requires coursework in astronomy, geology, chemistry, physics, and mathematics. A student who enters Whitman with no prior college-level work in any of these areas would need to complete 20 credits in astronomy, 23 to 24 credits in geology, four credits in chemistry, eight credits in physics, and six credits in mathematics.

The Biology-Geology combined major: Biology 111, 112, 205; 215 or 277; 310 or 330, and at least four additional credits in biology and/or BBMB courses numbered 200 or above; either Geology 110, 120, or 210; and 227; either Geology 312, 321, or 368; and 343, 346, 350, 470 and a minimum of one credit in 358; either three credits of Geology 480, 490, or 498 or three credits of Biology 489, 490, or 498;

Chemistry 125, 126, 135, 136 or Chemistry 140; 245; Mathematics 125, 126 or statistics (Mathematics 128, Biology 228, Economics 227, Psychology 210, Sociology 208). Two semesters of physics and field experience are strongly recommended.

The Chemistry-Geology combined major: Either Chemistry 125, 126, 135, 136 (or 140), 240, 346, 320 (or 388); either Geology 110, 120, or 210; and 227, 343, 346, 350, 460, 470, a minimum of one credit in 358; Mathematics 125, 126, Physics 155. Chemistry 320 or 420 is recommended. Seniors completing the chemistry-geology major will complete a written exam constructed by the geology faculty, a written exam constructed by the chemistry faculty and an oral exam conducted jointly by faculty in both departments. Additionally, all students are strongly encouraged to complete a senior research project under the guidance of a faculty member in either of the two disciplines registering for a minimum of three credits in either Chemistry 490 or 498 or Geology 490 or 498.

The Geology-Physics combined major: Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics courses numbered from 300-480, or BBMB 324; either Geology 110, 120, or 210; and 227, 343, 310, 346, 350, 420, 470 and a minimum of one credit in 358; Mathematics 225, 235, 236, and 244; Chemistry 125.

The Geology-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* listing of the catalog.

110 The Physical Earth x, 4

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 of instructor. 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 of instructor. Students who have taken Geology 110 or 210 for credit may not receive credit for Geology 120.

130 Weather and Climate

3, x

Pogue

An introductory course in meteorology designed for nonscience majors with an emphasis on the weather patterns and climate of the Pacific Northwest. Topics covered include Earth's heat budget, atmospheric stability, air masses, midlatitude cyclones, global circulation patterns and climates, and the origins of violent weather phenomenon.

158 Regional Geology

1-3, 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:* Geology 110, 120, or 210 and consent of instructor. *Fee:* maximum \$75 per semester. Graded credit/no credit.

158T Regional Geology: Trans-Pecos Texas

x, 1

Carson

A study of the Texas portion of the Basin and Range Province, which hosts a wide variety of rocks (particularly volcanics), structures, and landforms. Study area includes Big Bend National Park, the Solitario laccolith, and the Davis Mountains. Field trip in March 2011. *Corequisite:* Environmental Studies 260T. *Fee:* \$700 for both courses.

180 Oceanography

3; not offered 2010-11

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

4, x

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 of instructor.

227 Sedimentology and Stratigraphy

x, 2

Spencer

Fundamental principles of analysis pertaining to sedimentary rocks and rock sequences. Fluid flow; weathering; sediment transport; sedimentary structures; depositional systems. Geologic time and chronostratigraphy. Principles of Lithostratigraphy. Three one-hour lectures and one three-hour lab/week. Field trips. Textbook, professional articles, in-class presentations, research paper. *Prerequisites:* Geology 110, 120, or 210.

250 Late Cenozoic Geology and Climate Change

3; not offered 2010-11

The geology of the last few million years of Earth history, including glaciology, Pleistocene stratigraphy, glacial and periglacial geomorphology, and changes in flora and fauna. What are the causes of ice ages and the alternating glaciations and interglaciations within them? What are the roles of nature and humans in the current global climate change? Research paper and field trip. *Prerequisites:* Geology 110, 120 or 210, or Environmental Studies 120; consent of instructor. Offered in alternate years.

301 Hydrology

4, x

Bader

A class devoted to understanding water resources, including both surface water and groundwater. We will study the hydrologic cycle and the properties of water, the shape and behavior of streams, the recharge and movement of groundwater, and environmental management of water including wells, dams, irrigation, and water contaminants. Lab topics will include stream gauging and the construction of hydrographs and hyetographs, determining peak discharge, water sampling, flow nets, well tests, and computer modeling of groundwater and contaminant flow. Three lectures and one three-hour lab per week. *Prerequisites:* Geology 110, 120, or 210.

310 Geophysics

x, 3

Pogue

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; or consent of instructor. Offered in alternate years.

312 Earth History

x, 4

Bader

The physical and biological events during the geologic past. Special consideration given to plate tectonics and fossils in the lectures, and to fossils and geologic maps in the laboratories. Three lectures and

one three-hour lab per week; required and optional field trips. *Prerequisite:* Geology 110, 120, or 210 or consent of instructor.

321 Sedimentary Basin Analysis **4; not offered 2010-11**

An intermediate-level course that examines the evolution of selected marine and nonmarine sedimentary basins primarily in North America. Consideration of sedimentary features ranging from small-scale sedimentary structures and grain textures and composition to bedform geometry, unit contacts and tectonic significance of depositional features represented. Fossil succession, biostratigraphy and paleoenvironmental indications. Hydrocarbon and other economically significant mineral potential. Geologic map interpretation of important sedimentary basins. Lectures, presentations and field trips. Professional articles, Internet sources, reference sources. *Prerequisites:* Geology 110, 120 or 210; 227. Geology 368 will be useful. Offered in even-numbered years.

338 Pages of Stone: The Literature of **Geology** **3; not offered 2010-11**

Critical reading of the work of writers on Earth science. Examination of works demonstrating different styles, from scientific to poetry to descriptive prose, and how those writers incorporate Earth into their work. Two lectures per week; papers; in-class presentations; field trip. *Prerequisites:* Geology 110, 120, or 210, with consent of instructor. Offered in odd-numbered years.

340 Volcanoes **x, 3**

An investigation of volcanoes including morphology, composition, eruption processes, periodicity, and impacts on climate and humans. Exploration of the topic will occur through lecture, in-class experiments, computer simulations, discussion of primary literature and several field trips. *Prerequisite:* Geology 110, 120, or 210. Offered in alternate years.

343 Minerals and the Nuclear Fuel Cycle **4, x**

This intermediate-level course investigates mineral structure, composition, and identification within the context of the nuclear fuel cycle and geologic disposal of nuclear waste. Skills emphasized include discussing scientific literature, hand sample and optical microscope identification of minerals and analysis of crystal structures by X-Ray Diffraction. Lectures, discussions and laboratory exercises. *Prerequisites:* Geology 110, 120, or 210; Chemistry 125 or 140. Open only to juniors and seniors; others by consent of instructor.

346 Igneous and Metamorphic Petrology **x, 4**

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 343.

350 Geomorphology **4, x**

Description, origin, development, and classification of landforms. Relationships of soils, surficial materials, and landforms to rocks, structures, climate, processes, and time. Maps and aerial photographs of landscapes produced in tectonic, volcanic, fluvial, glacial, periglacial, coastal, karst, and eolian environments. Exercises on photo-geology. Lectures, discussions, laboratories, and field trips. *Prerequisite:* Geology 110, 120, or 210; open only to geology majors except by consent of instructor.

358 Field Geology of the Northwest **1, 1**

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:* Geology 110, 120, or 210 and consent of instructor. *Fee:* maximum \$75 per semester.

368 Paleobiology **3; not offered 2010-11**

A comprehensive examination of the fossil record through Earth history. Taxonomy and classification of important fossil groups; evolution and extinction; functional anatomy and morphology; ecologic significance of individual taxa and assemblages through time; paleogeographic reconstruction based on the fossil record; time-significance of fossil groups. Two lectures, one three-hour lab/week. Textbook, journal articles, research paper, and weekend field trip. *Prerequisites:* Geology 110, 120 or 210 and Geology 227. Offered in even-numbered years.

390 Independent Study **1-3, 1-3**

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.

Carson

Staff

Staff

410A Introduction to Geographic Information Systems**3, x****Bader**

Concepts and methods of the geographic information systems (GIS) approach to managing and analyzing spatial information. GIS has become the primary way in which spatial information is managed and analyzed in a wide range of fields including the physical sciences, social sciences, business, and government. Lectures, readings, and hands-on exercises explore different approaches used and the wide array of applications of GIS. The final third of the course is dedicated to individual projects. One lecture and one three-hour lab meeting per week. *Prerequisites:* consent of instructor.

410A Terroir**x, 2****Pogue**

Can you really taste a place? This course examines the concept of terroir from a wide range of viewpoints. Topics to be covered include geographical, geological, pedological, meteorological, cultural, economic, and political influences on enology and viticulture. The course requires weekly readings, participation in discussions and field trips, and a term project. *Prerequisites:* open only to seniors or by consent of instructor.

410B ST: Pages of Stone: The Literature of Geology**2, x****Spencer**

Critical reading of the work of writers on Earth Science. Examination of works demonstrating different styles, from scientific to descriptive prose to poetry, including works from the 18th century to the present, and how those writers incorporate Earth into their work. One two-hour meeting/week; papers, presentations; field trip. *Prerequisites:* Geology 110, 120 or 210 and consent of instructor. Distribution area: science.

410B ST: Dinosaurs and the Geology of Central Wyoming**x, 2****Bader, Nicolaysen, Spencer**

The mountains and basins of Central Wyoming expose rock sequences that tell a nearly complete geologic story of North America from its inception more than three billion years ago to sediments deposited in the last ten thousand years. These rocks contain an abundant fossil record key to understanding the evolution of North American species, particularly the flourishing of Cretaceous dinosaurs such as *Triceratops* and Tyrannosaurids. Course includes weekly meetings during the semester and a two-week field trip. Discussion of required readings, presentations and short written assignments. Participation in the field trip is required during which students will participate in a paleontological dig and attend a one-day conference on Tertiary and Quaternary mammals. Required fee. *Prerequisites:* Geology 227 or 312 or consent of instructor. Distribution area: science with lab.

410C ST: Pages of Stone: The Literature of Geology**x, 2****Spencer**

Critical reading of the work of writers on Earth Science. Examination of works demonstrating different styles, from scientific to descriptive prose to poetry, including works from the 18th century to the present, and how those writers incorporate Earth into their work. One two-hour meeting/week; papers, presentations; field trip. *Prerequisites:* Geology 110, 120 or 210 and consent of instructor. Distribution area: science.

410D ST: The Earth Rocks!**x, 2****Carson**

Designed for non-science majors, this course will be about a broad range of geologic topics and areas. After an introduction to plate tectonics, rocks, and landforms we will explore mountain ranges, volcanoes, national parks, and other places in the United States and around the Earth. Two one-hour lectures and occasional local field trips on weekends. *Prerequisite:* consent of instructor; first-year students only. Distribution area: science.

420 Structural Geology**4, x****Pogue**

The description and analysis of intermediate- to large-scale rock structures. Topics include the analysis and graphical representation of stress and strain in rocks, deformation mechanisms and fabric development, the geometry and mechanics of folding and faulting, and structures related to intrusive bodies. Geologic map interpretation and cross-section construction are used to analyze the structural geology of selected regions. Three lectures and one three-hour lab per week; field trip(s). *Prerequisite:* Geology 227 or 350.

**430 Cordilleran Tectonics
3; not offered 2010-11**

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 227.

460 Geochemistry**3; not offered 2010-11**

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 geo-

chemistry, and various chemical cycles. *Prerequisites:* Geology 110, 120, or 210, Chemistry 126 or 140, and consent of instructor. Offered in alternate years.

470 Senior Seminar
x, 1

Pogue

Seminar on various topics in the Earth sciences. Topics to be chosen by the instructors, but are likely to include discussions of the history of geology, controversial principles of geology (such as uniformitarianism), and the ethics of the profession of geology. Students are expected to complete assigned readings and make an oral presentation. Required of all senior geology majors and combined majors.

480 Field Mapping
1-4; not offered 2010-11

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 227, 343, 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

Chair: John Iverson,
Foreign Languages and Literatures

German
Susan Babilon
Amy Blau

Affiliated Faculty
Dennis Crockett, Art History and Visual
Culture Studies

Thomas Davis, Philosophy
Patrick Frierson, Philosophy
Julia Ireland, Philosophy
(*on Sabbatical, Fall 2010*)

Lynn Sharp, History
Walter Wyman, Religion
(*on Sabbatical, 2010-11*)

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, four credits in German 370 and another 12 credits (three courses) in German at the 300 level or above. Of the remaining 16 credits, up to (but no more than) eight may be in German at the 200 level and up to (but no more than) 12 may be in approved German studies courses at the 200 level or above. Additional coursework in German beyond the 300 level may also be applied to the remaining 16 credits. Regularly approved courses in German studies are available in history, music, philosophy, religion, art history and visual culture, and world literature (see below). Other courses, including those taken abroad, may be accepted as German studies with consent of the 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 also will 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 20 credits: 12 credits in German at the 300 level or above; at least four of which must be from a course numbered higher than 306 and taken at Whitman College; eight additional credits in German at the 200 level or above or in an approved course in German studies at the 200 level or above; no independent studies count toward the minor. Courses that count for other majors may be used for the minor.

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

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

Art History 355 *German Visual Culture: 1871-1933*

History 278 *Twentieth Century Europe*

History 339 *Modern Germany*

Music 398 *Music History: Eighteenth Century*

Music 399 *Music History: Nineteenth Century*

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

Philosophy 318 *Hannah Arendt*

Philosophy 322 *Kant's Moral Philosophy*

Religion 228 *Modern Western Religious Thought I: Crisis and Renewal*

Religion 229 *Modern Western Religious Thought II: The Twentieth Century*

105, 106 Elementary German

4, 4

Babilon

This beginning German course will provide students with the skills to communicate in basic German. Grammar is taught with an emphasis on its use in oral and written communication. Reading skills and cultural topics are introduced as well. Four periods per week.

205, 206 Intermediate German

4, 4

Blau

Intermediate German provides a comprehensive review of German, focusing on all four language skills — speaking, aural comprehension, reading and writing. While grammar will be reviewed and expanded upon, emphasis is on communication and German cultural knowledge. German is used extensively in classroom. Four periods per week. Students who have not taken German at Whitman previously are required to take a departmental placement exam for entrance. *Prerequisite for 205:* German 106. *Prerequisite for 206:* German 205. Students who have not taken German at Whitman previously are required to take a departmental placement examination for entrance.

300 The Fairy Tale

4; not offered 2010-11

In this course, we will study one of the most appealing and enigmatic literary forms in human history: the fairy tale. Although focused on the German tradition and the tales of the Brothers Grimm, we will strive for a sense of the international and intercultural context of the tales. We will approach the tales from a variety of perspectives — structuralist, historical, sociological, and feminist, among others. In addition to the more traditional folk tales, we also will study some of the art tales written by authors such as Johann Wolfgang von Goethe, E.T.A. Hoffmann, Hans Christian Andersen, and Oscar Wilde. All discussion in English. May be elected for credit in German or world literature.

Students taking the course for German credit will be expected to read the tales of the Brothers Grimm in German and write written assignments in German; students taking the course for credit in world literature will read and write in English. *Prerequisites:* any of the following: German 206, or any 300-level German course, placement exam, or consent of instructor.

303 German Film and the Frankfurt School 4; not offered 2010-11

In this course, we will review the masterpieces of German-language cinema, beginning with such expressionist works of art as Wiene's *The Cabinet of Dr. Caligari*, Murnau's *Nosferatu*, Lang's *Metropolis*, and Sagan's *Mädchen in Uniform*. We also will study Nazi film, particularly Leni Riefenstahl's work. Among the postwar directors that we study will be Fassbinder, Herzog, and Wenders. Queer German filmmakers such as Praunheim and Treut will receive special attention. The course will conclude with recent critical and popular successes such as *Run Lola Run* and *The Lives of Others*. As a critical lens, we will rely heavily on psychoanalytic and Frankfurt School criticism, focusing on writings by Sigmund Freud, Walter Benjamin, Siegfried Kracauer, and Theodor Adorno. In addition to class meetings, a weekly video screening of approximately two hours is required. All discussion in English. Students taking the course for German credit will be expected to watch the films without subtitles and complete written assignments in German; students taking the course for credit in world literature or rhetoric and film studies will generally watch films with subtitles and write in English. *Prerequisites:* any of the following: German 206, or any 300-level German course, placement exam, or consent of instructor. May be elected as World Literature 303 or Rhetoric and Film Studies 303.

305, 306 Composition and Conversation 4, 4

Fall: Babilon; Spring: Blau

For students who aim to attain a high level of proficiency in writing and speaking skills for the discussion and study of more advanced topics in German culture. Extensive daily conversation, along with weekly readings, advanced grammar review and student-led discussions on current events. Students also prepare weekly essays. Instruction entirely in German. Three classroom meetings per week, plus required conversation practice with the Native Speaker. *Prerequisite:* any of the following: German 206 or any 300-level German course, placement exam, or consent of instructor.

319 Environmentalism and Nature in German Culture

x, 4 Babilon

Nature has played an essential role in German culture and the German imagination, from the fairy tale to the modern environmental movement. In this course we'll explore various manifestations of these interests from Romantic literature to contemporary performance art and installations. We'll examine the works of poets, novelists, dramatists, philosophers, musicians and artists, as well as the effects of these works on movements such as *Heimatkunde* from

the 19th century to the present, Schleiermacher's religion of the soil, the artist colony at Monte Verità, land reform of the 1920s, nationalism, the restoration vs. reconstruction debate, the growth of the Green Party, environmentalism in East and West Germany and modern sustainability programs. Requirements: Preparation of readings for class discussion, one or two class presentations, and two papers. *Prerequisite:* any 300-level German course, placement exam, or consent of instructor. May be elected as World Literature 319.

350 The Holocaust: Documentations and Representations

x, 4 Blau

What can we say now about the Holocaust? What has it meant to bear witness, to document, to remember, from the time of the Second World War until today? In this course we will explore answers to these questions in texts from a variety of genres, including history, diary, memoir, poetry, fiction, and film. These texts will treat Jewish life in Germany and Austria from Hitler's rise to power until the war's end, Jewish experiences in Eastern European ghettos and camps, and post-Holocaust writing on coming to terms (or not) with the past, and ways in which that past is represented. Readings may include works by Victor Klemperer, Ilse Aichinger, Ruth Klüger, Nelly Sachs, Paul Celan, Peter Weiss, and Bernhard Schlink, as well as historical and theoretical analyses. *Prerequisite:* any 300-level German course, placement exam, or consent of instructor. May be elected as World Literature 350.

370 Advanced Topics in German Studies

4

Intensive study of a particular topic, theme, or author in German.

370 ST: Twentieth Century German Literature: Die Jahrhundertwende

4, x Blau

A survey of authors, movements, and trends in German literature presented in the context of the important cultural and social events of the fin-de-siècle period (1890-1910), with particular emphasis on literary and artistic circles in Vienna, Berlin, and Munich. Readings may include works by Hauptmann, Hofmannsthal, George, Rilke, Schnitzler, Wedekind, Freud, Stefan Zweig, and others. Class discussion, presentations, and short essays in German; final research paper in English. *Prerequisite:* any 300-level German course, placement exam, or consent of instructor. Distribution areas: humanities and alternative voices.

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. Distribution: humanities or alternative voices.

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.

The program in German Studies also includes courses in world literature. These classes are listed in the *World Literature* section of the catalog.

Greek

(see Classics)

History

Chair: Lynn Sharp

Julie A. Charlip

John Cotts

Brian R. Dott

Brien Garnand (*on Sabbatical, Spring 2011*)

Nina E. Lerman

David F. Schmitz

Elyse Semerdjian (*on Sabbatical, Fall 2010*)

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 36 credits to fulfill the requirements for the history major. Courses completed in the history major apply to the social science and when indicated, alternative voices (selected courses) distribution areas.

The History major: A minimum of 36 credits in history, including History 299, 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 1500 C.E., 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 299. No more than eight credits earned in off-campus programs (e.g., I.E.S., the Kyoto Program, Manchester University, St. Andrew’s University, the Washington and Philadelphia Urban semesters) and transfer credit may be used to satisfy history major requirements. In the final semester of the senior year, all history majors must pass a senior assessment consisting of a written book exam, a written field exam, and a comparative oral examination.

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

The History minor: A minimum of 19 credits in history from at least two geographical areas; 16 of these credits must be chosen from among courses above the 100 level. History 299 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 183 and receive three credits in history.

Students with a grade of 5 on the AP World History Test will be granted three credits, but they will not be considered the equivalent of any course. A student has the option of repeating a course for which AP credit has been granted, but with a commensurate reduction in the advanced placement credit.

All three- and four-credit history courses are scheduled to meet the equivalent of three periods per week.

105 Development of the United States (1607-1877)

3; not offered 2010-11

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 also will 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)

3; not offered 2010-11

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 also will 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 2010-11

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.

110 East Asian History 1600 to the Present

3; not offered 2010-11

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 first-year students 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.

112 Modern Africa

x, 3

Woodfork

This course will survey the history of Africa in its modern period. We will study the advent and establishment of European imperial systems on the continent, the impacts of colonial rule and how Africans responded to it, and complicate our ideas about complicity and resistance. In the move toward independence, we will look at the impact of the World Wars and the role of "nationalist movements." For independent Africa, we will examine issues of nation building, development, and social issues.

127 Islamic Civilization I: The Early and Medieval Islamic World

3; not offered 2010-11

This course will examine the rise of Islam as a religion and as a political and cultural system, from the time of Muhammad (sixth century) to the early Ottomans (15th century). Attention will be given to Islamic dynasties and states from Central Asia to Spain, and to the spread of Islamic religion and culture to South Asia and Africa. Themes will include the interaction of nomad and sedentary societies, dissenting groups and minorities, relations between Muslims and Europeans, slavery and social organization, and developments in science and literature. The format will include lecture and discussion. Readings will include primary and secondary sources. Written work will include several response papers, a final exam, and participation in an e-mail class discussion list.

128 Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat

3; not offered 2010-11

This course will examine the history of the Islamic World from the 15th century to the present. Attention will be given to the rise and spread of the Ottoman state, the Safavid dynasty and formation of Iran, European interactions with Islamic countries from Southeast Asia to West Africa, 19th century imperialism and reforms, and the emergence of nation states in the 20th century. Themes will include the paradigm of decline, Orientalism, fundamentalism and political Islam, the idea of the caliphate, secularism and nationalism, minorities and women, and developments in art and literature. The format will include lectures and discussions. Primary and secondary sources, film and slides will be used. There will be several response papers, a final exam, and an e-mail class discussion list.

180 Cities and Empires: An Introduction to the Ancient World

x, 3

Staff

This course provides an introduction to ancient societies of the Near East and Mediterranean. Looking first to the development of early civilizations in Mesopotamia and Egypt, the class examines the formation of urban centers and the evolution of empires as the late Bronze Age world emerged to form an interconnected world of trade, diplomacy, and cultural exchange. With the mysterious collapse of this world, new societies came to the fore, allowing for the creation of the vast

empire of the Persians and the emergence of Greek civilization. The course focuses on questions of continuity and change, as well as contact and influence, as this new configuration of eastern Mediterranean cultures developed and was ultimately dominated by the successors of Alexander the Great. Finally, the class looks to the western Mediterranean, exploring the development of Rome as it was shaped by the cultures it conquered. The course requires short analytical papers, exams, and historical analysis of primary sources.

181 Europe Transformed, c. 300-1400
3, x **Staff**

This course examines the creation of “Europe” starting with Rome’s slow disintegration in the third century and ending with the formation of a new medieval synthesis by the middle of the 14th century. It explores continuing tensions between local and central interests in religion, politics, and culture, including the development of feudal social and political structures, the transformation of free peasants into serfs, the growth of church authority, and the rapid expansion of towns and trade. Medieval people reacted to these changes in many ways, including widening the scope of intellectual exploration, reassessing social status, and engaging in warfare and in the Crusades. The course requires short analytical papers, exams, and historical analysis of primary sources.

182 Expansion and Enlightenment: The Rise of Modern Europe
3; not offered 2010-11

This course introduces students to Early Modern Europe, a period that began with the Renaissance in the 14th century, was torn by the Reformation and war in the 16th century, secularized by the rise of the modern state, and challenged by the 18th century Enlightenment. Topics discussed include the beginnings of European economic and political expansion, the development of modern diplomacy and the state system, and the foundations of modern western society. The course emphasizes reading and a variety of historical analysis; assignments include short papers and exams.

183 Revolution and the Impact of Mass Culture: Modern Europe
3; not offered 2010-11

The French Revolution introduced concepts of liberty and equality that helped shape much of the 19th and 20th centuries as people struggled to achieve them — or to reject them. This course studies Europe from 1789 to the end of the Cold War and the fall of Communism in 1991, exploring the increasing importance of “the people” in shaping modern European politics, culture, and society. Industrialization and socialism rested on the working people; new cities and mass popular culture on the expansion of literacy and population. The growth of capitalism and the spread of nationalism contributed to European imperialism and the overwhelming destruction that characterized World War I, Nazism, and World War II. The course emphasizes reading and historical analysis of primary

sources including literature and popular culture without neglecting ideologies and politics. Assignments include short papers and exams.

188 Modern Latin America
3, x **Charlip**

Latin America often exists in the North American popular imagination as a series of colorful stereotypes — suave Latin lovers, peasants sleeping under sombreros, wild-eyed revolutionaries in banana republics. This class will replace those myths with a view of the Latin Americans as people, not stereotypes. We will look at shared social, political, and economic problems while also appreciating the diversity of the region by examining the specific cases of various nations. The class, which covers the 19th and 20th centuries, beginning with independence from Spain, will be conducted by lecture and discussion.

202 European Intellectual History, 386-1300
4; not offered 2010-11

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 First-Year Experience program.

207 European Intellectual History, 1300-1650: The Age of Humanism and Reform
4; not offered 2010-11

This course traces the development of European thought and culture from the time of Dante to the beginnings of the Scientific Revolution. We will explore not only such high cultural elements as philosophy and science but also the development of popular literature, the impact of print, and the reception of religious ideas by ordinary Europeans. Among the topics to be considered are the Italian and northern “renaissances,” the development of Reformation thought, the use of vernacular languages, and the theory and practice of science. Thinkers to be studied include Christine de Pisan, Thomas More, Niccolò Machiavelli, Martin Luther, Michel de Montaigne and René Descartes.

209 Religion in Latin America

4, x

Charlip

Religion has been a central component of cultural, political, social and economic life in Latin America since before the Conquest. This class will cover pre-Columbian beliefs and practices, introduction and institutionalization of Catholicism, syncretic religious beliefs, African-based religions (santería, candomblé), the challenge of Liberation Theology, the rise of Evangelical Protestantism, and the treatment of minority religious practices.

210 Topics in African History

4

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

215 Special Topics in Ancient History

2-4

A course which examines special topics in the history of the ancient Mediterranean world. Distribution area: social sciences. Some topics may also fulfill alternative voices.

215A ST: Egypt and the Amarna Age

3, x

Garnand

During the New Kingdom, the Egyptian Empire reached its zenith, extending from northern Syria to the Fourth Cataract of the Nile. This course surveys four centuries of archaeology and history (ca. 1500-1100 BCE), reconstructing the past from both texts (papyri and inscriptions) and from material culture (art, architecture, noble and royal tombs — including the treasures of Tutankhamun). We pay particular attention to Tell el-'Amarna, the abandoned capital city of the heretic king Akhenaten and his wife Nefertiti (ca. 1350-1300 BCE). On the one hand, the Amarna Age ushered in empire-wide social and religious upheaval; on the other hand, the era saw unprecedented inter-regional stability. In the ruins of the capital, archaeologists have uncovered a cache of cuneiform tablets that preserve an extensive international correspondence, with peer kingdoms (e.g. Hittites, Babylonians) as well as with subject states (e.g. Byblos, Jerusalem). Distribution area: social sciences.

215A ST: Why We Fight: Warfare in the Ancient World

x, 3

Spanier

This course is a practical introduction to the study of warfare in the ancient world and traces the advances made in empire building, ideology and military technology. The chronological structure of the class, starting with the Sumerians and the Egyptians to the Bronze Age, Classical and Hellenistic Greeks, to the rise and fall of Rome will trace certain themes through the centuries: how various civilizations waged war; who served in various armies and why soldiers decided to fight. While major battles and important individuals are discussed, military tactics and strategies are only tools to help understand the underlying causes for armed conflict. Distribution area: social science.

215B ST: Ancient History in Sword and Sandal Cinema

x, 4 Spanier

This course seeks to understand the interconnection between ancient texts, social history and pop culture in American cinema. This course is more than an excuse to watch fun films and gain academic credit. It will engage primary texts that are the foundation of these cinematic creations while investigating the social and cultural influences that shaped these movies. Ultimately, this course will provide a clearer view of our own world through the lens of moviemakers recreating ancient Greece and Rome. Each week we will read primary texts in translation, modern analysis of these movies and watch an entire film during a three-hour evening lab. Distribution area: social science.

217 Decolonization in Africa

x, 4

Woodfork

After the Second World War, the winds of change blew across Africa. Africans sought to end instead of reform the colonial project, and European nations lost the will and the financial wherewithal to maintain their African empires. This course examines the end of empire in Africa, investigating the ideologies that drove independence movements as well as the myriad of challenges these new nations faced, including the role of African "tradition" in the face of "modernity", the economic structure of the nation, citizenship, international relations, mitigating the effects of the colonial presence, and the "success" of decolonization. Reading assignments, discussion, a research paper and its presentation to the class are required.

218 Africa to 1885

4, x

Woodfork

This course will study the history of Africa to 1885. The course will demonstrate that Africa was not a hermetically sealed continent before contact with Europe; to the contrary it was a part of a worldwide trade system and exchange of goods, knowledge, and cultures. Changes in Africa have come as much from internal as external stimuli, although the latter produced more grave consequences for the continent. We will study the events and trends on the continent paying special attention to the ways in which Africa has been represented in the international arena as well as the sources of recreating African history.

219 Nation Creation: Latin America in the Nineteenth Century

4; not offered 2010-11

Most Latin American nations won their independence from Spain and Portugal in the early 1800s and spent most of the century struggling with the task of creating new nations. This class will begin with the independence wars and cover the political, economic and cultural struggles over national structures and identity.

220 The Ottoman Empire 4; not offered 2010-11

The Ottoman Empire was the longest lasting Muslim empire from its inception at the turn of the 14th century to its demise at the end of World War I. This course will begin with the empire's origins in the steppes of Central Asia and the advancements in gunpowder technology that aided its military conquests including the coveted Byzantine capitol of Constantinople. The Ottoman model of administration in the Balkans and the Arab lands will be discussed along with its impact on everyday life in the provinces. The rise of competing nationalisms brought about the loss of formerly held Ottoman lands, the Young Turk revolution, and, ultimately contributed to genocide against the empire's Armenian subjects. Readings include secondary texts as well as primary sources; grading will be based on exams and a short final paper assignment.

223 Topics in Middle East History 2-4

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

225 Ancient Mediterranean — Near East 4; not offered 2010-11

This course focuses on the civilizations of the Eastern Mediterranean, from the introduction of agriculture and the domestication of animals in the Neolithic period to the catastrophic collapse of urban centers in the Late Bronze Age. We survey states within a common zone of contact and conflict, extending from the Iranian Plateau and Mesopotamia across to Anatolia and the Aegean, including Minoan Crete and Mycenaean Greece. We pay particular attention to international relations between the Egyptian and Hittite empires, as well as relations with other states that these empires considered either their equals (e.g., Cyprus, Assyria, Babylonia) or their subjects (e.g., Canaan, Ugarit). We pay as much attention to the shared "International Cuneiform Culture" of these states as we do to their distinct histories, and we use a variety of primary texts (monumental inscriptions, diplomatic correspondence, ritual texts) and archaeological evidence to construct our narrative.

226 Ancient Mediterranean — Greece 4; not offered 2010-11

This course traces the spread of urbanism, commerce and alphabetic literacy, from the small city-states of the Levant and Aegean to their colonies, which extended from Spain to the Black Sea, and traces the significant and enduring impact that this expansion had on those settled around the Mediterranean Basin. While most of the small states in the East were conquered by the Assyrian, by the Persian, and then by the Macedonian empires, in the West small states were absorbed by the Syracusan and Carthaginian empires, with the entire Mediterranean eventually dominated by Rome ca. 180 B.C.E. This course traces how certain states resisted incorporation into empires — in particular, how Phoenician cities and Israel struggled

against the Assyrians and Babylonians and lost, how Athens and Sparta struggled against the Persians and won. We also trace the origins of rational inquiry into the past, both in the Near East (e.g., Deuteronomistic History) and in Greece (e.g., Herodotus).

227 Ancient Mediterranean — Rome 4, x **Garnand**

This course traces cultural developments over a period of 1,000 years, from the early Roman Republic to the fragmentation of the Roman Empire. We trace how one city expanded from a cluster of huts on the banks of the Tiber River to emerge as the capital of a vast empire; how Roman culture spread with the conquest of the Mediterranean basin; and how the Romans absorbed certain customs and traditions from those that they had defeated. We survey various defeated groups in order to show, on the one hand, how they were incorporated into the empire or else how they resisted and, on the other hand, how these groups demonstrate both the diversity and the uniformity of the Roman world, particularly the uniformity of the urban elite. We use a variety of Greek and Latin historians, biographers, satirists, novelists, playwrights, and philosophers, alongside archaeological evidence, to reconstruct our history of Rome.

228 The Byzantine Empire and the Medieval Mediterranean

4, x **Staff**

This course traces the development of the Byzantine Empire from its origins in the old Roman Empire to its final conquest by the Ottomans in 1453. Cultural, political, religious, and economic developments will be considered in a Mediterranean context, with special attention to the Byzantines' place in a multicultural Mediterranean. Among the topics to be discussed are the empire's relations with the Islamic world and Western Europe, the Crusades, and the continuation of the Classical tradition.

230 International Relations of the Middle East

x, 4 **Semerdjian**

The history of international relations in the Middle East is the primary focus of this course as it examines the impact of U.S. and European foreign policy from the 19th century to the present. The course also pays special attention to the foreign policy of regional players in the Middle East. Course coverage includes the creation of the modern Middle East map, oil diplomacy, the diplomatic negotiations after World War I, and the influence of U.S. Cold War policy in the Middle East, particularly as it applied to Israel, Egypt, Turkey, and Iraq. Case studies of contemporary "hot spots" will vary; past case studies have included Israel, Iran, Iraq, Syria and an examination of nonstate actors and the phenomenon of suicide bombing. Assignments include media analyses, primary source analyses, as well as a short final paper.

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

4, x **Coffs**

This course explores English culture and society from Julius Caesar's invasion of Britain through civil wars of the 15th century. Readings include primary source documents, contemporary chronicles, as well as scholarly interpretations of such phenomena as the development of a precapitalist economy, the growth of English law, and medieval origins of the modern nation state. We also will consider the development of Christianity from the earliest missions through the English reformation, patterns of migration and population, the impact of the Black Death, and the formation of English traditions in literature and the arts.

241 Early Japanese History

4; not offered 2010-11

This class will trace the important socio-economic, political and cultural developments in Japan from prehistory up to 1600. We also will examine evolving gender roles, the development of various schools of Buddhism, and their interactions with indigenous Shint religion. We will discuss a variety of sources to become familiar with early Japanese views of their society and with modern scholars' interpretations of Japan's cultural and historical development. Offered in alternate years.

247 Early Chinese History

x, 4 **Doff**

This course examines the history of China from ancient times up to 1600. We will explore Chinese society, culture and religion through a variety of sources and media. The course is structured to move away from the traditional historiography which focused predominantly on emperors and dynasties. While these political aspects of Chinese history will still be addressed, we also will look at groups and individuals outside of the central power structure, and at longer socio-economic trends which transcended dynastic changes. Offered in alternate years.

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.

254 The Social History of Stuff: Power, Technology, and Meaning in the United States from the Cotton Gin to the Internet 4; not offered 2010-11

The United States is known as a nation of consumers, of people who fill their lives with lots of "stuff," and who rely on an extensive technological infrastructure in creating what they think of as a normal lifestyle. But the particular material configurations we aggregate under terms like "stuff" and "infrastructure" have intended (and unintended) uses, users, costs, origins, and histories; they carry associated meanings and embed some set of human relationships. Thinking critically about things demands thinking simultaneously about their social and cultural context, and about the ways people make (and constrain) choices about the material dimensions of their experience. Using historical examples and museum artifacts, this course will explore the relations and techniques of production and consumption; the ways physical objects and social categories like gender, race, and class are intertwined both materially and symbolically; and changing ideas about disposability, convenience, waste, work, and energy.

259 Special Topics in U.S. History

2-4

A course which examines special topics in U.S. history.

261 America in Vietnam

4, x **Schmitz**

This course will trace the path of American involvement in Vietnam from the World War II era down to the fall of Saigon in 1975 and its aftermath. American policy will be examined in the context of the United States' overall post-1945 foreign policy, looking specifically at how the United States responded to the decolonizing Third World and the perceived danger of communist expansion and control in Southeast Asia. Attention will be given to the various pressures and influences on American policymakers as well as differing interpretations of the United States' action. In addition to studying American policymaking, this course will investigate the impact of the war on American politics and society. Teaching materials will include both primary and secondary readings along with films.

262 People, Nature, Technology: Built and Natural Environments in U.S. History 4; not offered 2010-11

This course will focus on the ways people in North America — primarily in the area eventually claimed by the United States — have interacted with and sought to control their environments from the colonial era through the 20th century. As we explore these centuries, we will focus on a set of interrelated questions in a range of historical contexts: How have physical environments influenced human choices? How have human choices, assumptions, and cultural practices shaped physical environments? How have people at different places and times understood "nature" and

their relationship to it? When do they see “nature” and when “natural resources” and when “technology,” what kinds of control have they found acceptable or problematic, and why? How and why have different Americans understood the role of government and the individual in relation to concepts of “property” or “natural resources” or the protection of “nature”? 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

x, 4

Lerman

Concentrating on the 19th and 20th centuries, this course will provide a comparative examination of the questions of race and ethnicity in American history. The semester will begin with the so-called “Century of Immigration” from Europe, taking note of the varied experiences of different ethnic and religious groups, and the paradigm of assimilation that surrounds the scholarship of that experience. The class will critically examine the assumptions of assimilation and seek an understanding of different groups’ historical experiences, European and non-European, on their own terms. Particular emphasis will be given here to studying the experiences of African Americans, Asian Americans, and Latinos. The course will conclude by investigating current questions and issues confronting the United States involving race and ethnicity against the historical comparisons developed during the semester. *Prerequisites:* previous course in U.S. history or consent of instructor.

274 Heretics and Reformers: Protestant and Catholic Reformations, 1050-1600

4; not offered 2010-11

The familiar Reformations of the 16th century were the culmination of an ongoing process of Church reform. This course will place the 16th century Reformation — Lutheran, Catholic, Reformed, and dissident movements — into a wider historical context, both secular and religious. Topics covered will include the Investiture Controversy and the beginnings of the Western separation of church and state, the ethical renewal of the 12th century, heresy, reform and gender, the institutional reform of the Church, the attempts to limit papal authority, and the doctrinal reforms of the 16th century, as well as the development and interaction of the more familiar Lutheran/Calvinist, Catholic, and dissident Reformations. This course will emphasize reading, writing, and discussion as well as lecture. Coursework includes short analytical papers, exams, and the historical analysis of primary sources.

277 Nineteenth Century Europe, 1815-1914

4; not offered 2010-11

The 19th century saw massive political, social, and technological change: from monarchies to democracies, from horse to rail to automobile; from a world of much illiteracy to one of daily newspapers and even telephones. Over the course of the century much of what is familiar in the world today was constructed.

This course explores events and developments in Europe from the French Revolution to the end of the century, including industrialization, democracy and socialism, religious change and the rise of feminism, the expansion of Europe through imperialism, and the rise of racism and rightist nationalism at the end of the century that helped push nations into World War I. We’ll explore these developments in terms of their impact at the time and move toward an understanding of what legacy they left for the world today.

278 Twentieth Century Europe

4; not offered 2010-11

A social, cultural, and political history of Europe from World War I through the Fall of Communism in 1989. This course looks at the “Dark Century” of Europe: its (self) destruction in the First and Second World Wars and the Holocaust; its experiments with fascism, Nazism, and communism, and its attempts to overcome the past after 1945. The course looks at why Europeans were seduced by violence in the pre-1945 era and at how the post-1945 welfare state tried to answer earlier tensions. Significant time is spent on the early Soviet Union and Nazi Germany, but we also will look at social and cultural change in the post-1945 era, including decolonization and the rise of immigration to Europe. The class ends with a brief exploration of the Revolutions of 1989.

279 Special Topics in European History

2-4

A course which examines special topics in European history.

283 Special Topics in Latin American History

2-4

A course which examines special topics in Latin American history. Distribution area: alternative voices.

287 Colonial Latin America

4; not offered 2010-11

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.

288 Reform or Revolution: Latin America in the Twentieth Century

4; not offered 2010-11

The 20th century in Latin America has been characterized by the struggle for social, economic, and political change. The key dispute has been between those who believe change can be made by reforming existing structures, and those who believe that revolution is the only effective way to create change. This class will explore movements for change, including the revolutions in Mexico, Bolivia, Cuba, and Nicaragua.

290 The History and Sociology of Rock 'n' Roll

4; not offered 2010-11

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

4; not offered 2010-11

The 19th century was a time of great change in the United States. From the successful transfer of power to Thomas Jefferson at the beginning of the century through developing sectionalism, civil war, reconstruction, and the consolidation of nation and empire at the end of the century, Americans wrestled not only with the nature of their government but also with the transformations of expansion, industrial capitalism, urbanization, immigration, race relations, the role of the household, definitions of citizenship, religion and secularism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion as well as lecture.

299 Historical Methodologies

3, 3 Fall: Woodfork; Spring: Charlip

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.

300 Gender in Chinese History

4; not offered 2010-11

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, also will provide important sources as we examine the changing visual images of women and men throughout this period. Assignments include a variety of short writing exercises, presentations and a longer research paper. Offered in alternate years.

301 East Asian Popular Religion

4; not offered 2010-11

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.

309 Popular Culture in Europe, 1150-1650

4; not offered 2010-11

The late medieval and early modern centuries saw profound developments in the cultural experience of nonelites in Europe. The development of vernacular literatures, new technologies and new mediums of communication created new possibilities for cultural expression. This course will consider a diverse range of sources such as letters, diaries, socio-economic data, art, and satires to explore how urban and rural Europeans experienced societal change. Among the topics included will be the distinction between peasantry, bourgeoisie and nobility, the impact of printing, the history of manners, the invention of privacy, the social cohesion provided by community ritual and the impact of elite culture on popular culture. Because this area of history has been the subject of a great deal of historiographical scrutiny in the last 50 years, special attention will be paid to secondary literature in this course.

310 Topics in African History

4

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

314 Colonial Moment in Africa

4, x

Woodfork

The colonial era was a brief period (c. 1885-1990) in Africa's long and complex past, but it is the era that defines the continent's major historical periods. In examining the colonial period, we will seek to complicate our notions of resistance and complicity, looking at how Africans negotiated their lives, constantly trying

to preserve what mattered most while adapting to the realities of life under imperial rule. For Europeans, Africa was often as much a fantasy as a reality, a playground built on shifting sands of fear and control. Europeans were not omnipotent conquerors, but rather interlopers who had to cajole and reach deals with Africans to achieve results (which were sometimes not what they had intended). Of particular concern is what people thought and learned about each other and how they used what they knew to create policies and regulate interactions. We will investigate theories of colonial rule, the reactions of Africans to imperialism, sites of interaction including the household and the bedroom, and the end of the colonial era. Reading assignments, discussion, a research paper and its presentation to the class are required. Offered every other year.

315 Special Topics in Ancient History

2-4

A course which examines special topics in the history of the ancient Mediterranean world. Distribution area: social science. Some topics may also fulfill alternative voices.

319 Women in Africa

4; not offered 2010-11

This course will analyze the diversity of experiences of women in Africa, focusing on how religious practices, colonialism, work, and social class have impacted their lives. We will examine how people construct and reinforce notions of gender and how women function in social systems such as the family. We also will study issues concerning reproduction and the control of the bodies of women and girls. The goal is to restore women to the history of Africa, looking at them not as accessories to the historical process, but as veritable actors and agents of change. A research paper and its presentation to the class are required.

320 Alexander the Great and the Hellenistic Kingdoms

4, x

Garnand

By the age of 33, Alexander had conquered an empire that extended over most of the eastern Mediterranean world, but he would not live to rule it. At his death, his empire fractured, re-emerging more than 20 years later as the four great kingdoms of the Hellenistic Age. From the meteoric career of Alexander, through the bitter power struggles of his successors, culminating in the dramatic last stand of Cleopatra, this course will examine the way in which this Graeco-Macedonian expansion reshaped the Mediterranean world even as the conquerors themselves were altered by the very peoples they had subjugated. Particular attention will be paid to the relationship between foreign conqueror and subject culture, the creation of royal dynasties, the development of ruler-worship, and the question of "Hellenization."

321 Muslim/Other: Muslim and Western Travel Writing in Comparative Perspective

4; not offered 2010-11

Why did Muslims travel or migrate? What did their mental and geographical maps of the world look like? Original travel accounts, geographical treatises, and anthropological texts written by Muslims in English translation will be the focus of this course and include Ibn Batutta's travels through Africa, Ibn Fadlan's encounters with the Vikings and fictional accounts of travel like the seven voyages of Sindbad. The course also will examine European travel writing in comparison, including the writings of John Mandeville, Richard Burton's travels through Africa and the Middle East, Gustav Flaubert's travels to Egypt as well as the travel writings of American satirist Mark Twain. The larger cultural and political context of imperialism and Orientalism will be highlighted in the European segment of the course and will include a reading of Edward Said's *Orientalism*. Students will write a paper on a travel writer or related theme of their choosing as a final project in the course.

322 History of the Palestinian-Israeli Conflict

4; not offered 2010-11

What are the origins of the conflict between the Palestinians and the Israelis? This course will present several perspectives on the Palestinian-Israeli conflict. It will examine the origins of the conflict in 19th century Zionism, the conditions of the late Ottoman Palestine, and World War I diplomacy. The creation of the state of Israel in 1948 resulted in the first Arab-Israeli War and several other wars followed such as the Suez War (1956), the Six-Day War (1967), and the Yom Kippur War (1973). In addition to these wars, the course will examine the peace process, rising Palestinian resistance to Israeli occupation during the Intifada, and Israeli peace movements. The course will finish with the current status of the conflict. Student assignments will include media analysis of the conflict, document analysis, a final research paper and participation in a peace conference to be held during the final examination period of the course. It is recommended that students take at least one course in Middle Eastern history prior to taking this course.

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; not offered 2010-11

What rights do women have in Islam? Is there such a thing as gender equality in Islam? This course will examine women's lives in Islamic societies from the seventh century to the present in the Middle East. Topics will include lives of powerful and notable women; women's position in Islamic law; Western images of Muslim women; Muslim women's movements in relation to radical Islam, secularism, nationalism and socialism; recent controversies over veiling. The

course contains overarching discussions of sexuality and gender as they related to prescribed gender roles, the role of transgender and same sex couples, and illicit sexuality. The course also will look at the impact of imperialism and Orientalism on our understanding of gender in the Islamic World. The format will be lecture and discussion. Materials for the course will include novels, primary source documents, articles, and films.

328 Rome and Judea

4; not offered 2010-11

This course examines contact and conflict between Jews and Romans, from the establishment of the Hashmonean Kingdom during the Revolt of the Maccabees and the emergence of the Herodian dynasty up to the complete obliteration and resettlement of Jerusalem by the Roman emperor Hadrian. We study not only the kingdom (and later province) of Judea but also diaspora communities throughout the Roman Empire, not only the various Jewish sects but also early Christian communities and their relationship to Judaism, not only Roman persecutions but also their tolerance and legal protection of the Jews. We also trace how various ethnic groups (Jewish, Christian, Hellenistic Greek, Roman) defined themselves in opposition to each other. Our primary author will be the historian Flavius Josephus, a rebel leader turned Roman collaborator, but we also rely upon the New Testament (gospels and Acts), early Jewish and Christian apologists, as well as upon archaeological and inscriptional evidence. Not recommended for first-year students.

329 Rights, Revolution, and Empire: France 1789-1815

4; not offered 2010-11

This course looks at the Revolution of 1789 as a political, social, and cultural experiment in politics and perfection. Beginning with the still-hot argument over causes, we explore the French Revolution from its inception to its expansion throughout Europe and its (former) colonies; we end by exploring the Empire and asking the question whether Napoleon continued the revolution or was the first modern dictator. The French Revolution was a key moment in the development of modern thought on politics and rights. From the discourse of rights that encouraged the early revolutionaries to the attempt to create the perfect citizen under Robespierre — and to guillotine those who betrayed that ideal — French men and women struggled with and for freedom. Understanding those debates and struggles is key to understanding modernity. Reading of primary and secondary texts, papers and discussion required.

332 Cultural Encounters in Premodern Europe

4; not offered 2010-11

Medieval Europe was not a monolithic or entirely isolated civilization but an uneasy synthesis of alternative cultural possibilities. This course considers moments of cross-cultural contact, conflict, and negotiation during the millennium before the “age of discovery” that was inaugurated by Columbus’ voy-

ages. Topics to be studied include the conversion of Europe to Christianity, the Norse expansions into the Atlantic, and various forms of interaction between Western Europe and the neighboring Byzantine and Islamic civilizations, with special attention to the Crusades.

333 France since 1789

4, x

Sharp

The French Revolution shattered the Europe of monarchies and privilege; neither France nor Europe would ever be the same again. Yet it took until 1945 (at least) for (most of) the ideals of the French Revolution to be achieved in France itself. This course explores France from the violent birth of its democracy in the French Revolution to its attempts to fully instate a version of that democracy in the post-1945 welfare state. Major themes will be the politics of Republicanism and socialism, the continuing importance of the land and the peasantry, and the ways political struggles played out from Napoleon to Vichy during WWII, to the 1968 student revolts. We’ll explore the colonial past of France and the heritage of colonialism for contemporary France. We also will look at ways that culture and politics have intersected and influenced one another throughout modern French history.

335 Modern European Imperialism

4; not offered 2010-11

By 1900 the small island group of Great Britain ruled over one-fourth of the world’s land mass and one-fifth of its people. How and why did Britain and other European states seize power over much of the world in the 19th and 20th centuries? Why did they think they had the right (or duty) to do so? What did this mean for Europe? For the people in the colonized lands? What is the legacy of European imperialism for the contemporary world? Did decolonization create truly independent states? Centering on British and French imperialism, the course seeks to answer these questions through intensive reading of primary and secondary sources. The course begins by studying theories of empire, then looks at how imperialism impacted history via a variety of themes, including geopolitics, capitalism, and expansion; the empire at home; gender and empire, and nationalist and racist visions of the world.

339 Modern Germany: Imagining a Nation?

x, 4

Sharp

More than any other Western European nation, Germans have struggled to identify what it means to be a citizen of a nation. The course begins with a look at central Europe prior to 1848, when “Germany” was a collection of minor states fought over by Prussia and Austria. We’ll look at liberal nationalism as a unifying force and explore the way Bismarck created a nation while bypassing that same nationalism, then move to explore the nation that Germany became. From struggles over socialism in the late 19th century, through World War I, revolution, and struggles over culture and fascism in the early 20th century, German people and government often saw themselves as

striving to maintain and/or create a powerful nation. The last segment of the course explores both East and West Germany after World War II, as the East turned to Communism and the West surged to the forefront of the European Union during the Cold War. We end with a glance at reunited Germany as it emerged in 1990. Not recommended for first-year students.

341 Russia from Tsarism to Communism and Beyond
4; not offered 2010-11

A social, political, and cultural exploration of Russian and Soviet history from the period of the Great Reforms (mid-19th century) through Marxist-Leninist revolution, Soviet Communism, and its fall. The course uses primary documents, literature, and scholarly works to explore Russia's unique history. Three main themes predominate: power and the relationship between rulers and ruled, especially in revolution; ordinary people's experience; and elite and popular ways of creating meaning and interpreting the world through literature, religion, and ideas. Not open to first-year students.

344 Modern Chinese History
4; not offered 2010-11

A social, cultural, political and economic history of China from 1600 to the present. While a portion of the course will focus on important political and social changes such as the development of the Manchu Qing empire, the roots of violent clashes with Western powers in the 19th century, disintegration of the imperial system, civil war between the Nationalists and the Communists, and mass campaigns under the Communists, we also will examine changing cultural and religious practices. Class meetings will combine lectures, student discussions, audio-visuals and student presentations.

346 Modern Japanese History
4; not offered 2010-11

The history of Japan from 1600 to the present with emphasis on the factors which aided the rapid industrialization in the 19th century, Japanese imperialism in the first half of the 20th century, and postwar Japan. Designed primarily as a lecture course, but some time will be set aside for class discussions. No prerequisite but some knowledge of East Asian history and/or history of Western imperialism would be useful. Three short papers, a midterm, and a final.

349 Topics in Asian History
2-4

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

350 Civilization and Depravity
4; not offered 2010-11

This course examines how certain ancient Mediterranean societies defined themselves in opposition to their own ancestors and to other groups. Ancient authors combined history and ethnography, using "depravity" in the chronologically remote past (back

then) and the geographically remote present (over there) to define themselves as "civilized" (here and now). We look at how the authors of the Hebrew Bible used depictions of stereotypical depravity in order to define themselves as Israelites, and at how Greeks and Romans defined themselves by depicting depravity arrayed around the edges of their world, at the extreme North, South, East and West. This course focuses less upon the reality of depravity among marginal societies, and more upon how the depiction of "depravity" created a mirror image, an ideal of "civilization," that set one's own Israelite, Greek or Roman culture as the norm. Finally, we show how the mechanisms used to create such norms of civilization persist in the historical and ethnographic imagination well into the Modern era.

364 The Black Atlantic
4; not offered 2010-11

This course investigates the historical contacts between Africa, the Americas and Europe from the 15th to the 20th century. The Atlantic has acted as a connector, not a divider of these three regions, enabling the encounters of peoples and cultures. The picture was not always pretty: the intersection of race and power left many on the bottom rungs of society vulnerable while others prospered enormously. Despite the political and economic oppression of slavery and imperialism, the creation of racial hierarchies, forced and voluntary migrations, these encounters created a stimulating cultural gumbo that was reflected in culinary, musical, and religious traditions as well as new intellectual trends such as abolitionism and negritude. Reading assignments, discussion, a research paper and its presentation to the class are required. Offered every other year.

365 Industrialization in the United States
4; not offered 2010-11

This course will explore technological, economic, social, and cultural dimensions of the industrial transformation of the United States from the primarily agrarian America of the early 19th century to the recognizably industrial nation of the early 20th century. We will examine the choices Americans made about the makings of their material world, and the implications, seen and unseen, of the development of industrial capitalism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion. *Prerequisite:* 200-level U.S. course or consent of instructor.

367 The United States in the World
x, 4

Schmitz

This course, surveying America's relationship to the rest of the world in the late 19th and 20th centuries, will emphasize the ideological assumptions and economic motivations that shaped America's development as a major power. Consideration also will 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; not offered 2010-11

This course will examine the social, cultural, and political changes accompanying America's revolution into a modern society. Topics will include the Progressive Movement, the development of a corporate economy, the response to the crisis of the Great Depression, how the United States responded to two world wars, and the impact those wars had upon American society, the rise of mass culture and consumerism, changes in work and leisure, questions of race and gender, and the politics and diplomacy of the period.

369 The United States Since the Second World War (1945 to Present)

x, 4 **Schmitz**

Emphasizing the political, economic, diplomatic, and social aspects of American society from 1945 to present, this course will investigate the origins of the Cold War, McCarthyism, the increasing power of the presidency, the United States' response to Third World nationalism, the civil rights movement, the women's movement, student revolts, social thought, Vietnam, Watergate, and the rise of the New Right. Biographies, monographs, documents, and films rather than texts are emphasized in an attempt to present a wide variety of historical materials and interpretations. It is anticipated that this course will help students develop the ability to appreciate the historical process. The class will emphasize reading and discussion. Not recommended for first-year students.

370 Interrogating Sisterhood: Women and Gender in the United States

x, 4 **Lerman**

To what degree has the category "womanhood" been a meaningful one in a multicultural nation? In what ways have other kinds of social and geographic boundaries — for example race, class, region, ethnicity, sexuality, etc. — shaped gendered experience, and when? Gender analysis and women's history have raised new historical questions and demanded re-analysis of historical sources. Rewriting the history of people called "women" has led to an interrogation of gender categories and the ongoing construction and reconstruction of masculinities and femininities — and also of other ways of defining difference. This class explores the ways gender difference has worked legally, socially, economically, and culturally in the United States., and the ways women have chosen to live their lives, from around 1800 to the late 20th century. Readings include primary and secondary sources; papers and discussion required.

371 African American History 4; not offered 2010-11

From the forced migrations of the Atlantic slave trade, through the negotiations and survival strategies of chattel slavery, to the strategies of living as free citizens in a nation whose commitment to "freedom" has often been racially contingent, the history of Africans and African Americans in North America is central to

the history of the United States. This course explores constructions of racial categories and the experience, agency, resistance, and struggles for equality of people identifying themselves as — variously — colored, Negro, black, Afro-American, and African American. We will begin around the time of the protection of slavery in the U.S. Constitution and end with an inquiry into the workings of race in the United States after the Civil Rights overhaul of the 1960s. Readings include primary and secondary sources; papers and discussion required.

378 Topics in United States History 2-4

A course which examines special topics in U.S. history.

379 Topics in European History 2-4

A course which examines special topics in European history.

380 Topics in Comparative History 2-4

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

381 History of Central America 4; not offered 2010-11

The six countries (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama) of Central America have often been considered small, peripheral areas of Latin America. Yet, since the mid-19th century, the region has frequently dominated U.S. foreign policy, most recently during the wars of the 1970s and '80s. This class will explore the patterns shared by the region as well as each country's national distinctiveness, from Independence to the late 20th century. Course work will include lectures and discussion, use of primary and secondary documents. Requirements include papers and exams. Offered in alternate years.

382 United States-Latin American Relations 4; not offered 2010-11

From the Monroe Doctrine to the Reagan Doctrine, Latin America has been a significant focus of U.S. foreign policy, for geopolitical and economic reasons. Uneasy Latin American neighbors have at times sought U.S. aid and at others vilified U.S. domination, but they have never been able to ignore the colossus of the north. This class will explore the history of this often conflictive relationship in the 19th and 20th centuries. Course work will include lectures and discussion, use of primary and secondary materials. Requirements include papers and essay exams.

384 Cuba and Nicaragua 4; not offered 2010-11

The Cuban and Nicaraguan revolutions are arguably the two most important post-World War II events/processes in Latin America. Cuba's 1959 revolution became a model for the Left in Latin America, a rationale for

repression on the Right, and an obsession for the United States. In 1979, the Sandinistas brought a different kind of revolution to Nicaragua, reflecting domestic realities as well as changes in the international community. Nonetheless, it too was a model for the Left, a rationale for the Right, and an obsession for the United States. Using primary and secondary documents, combining discussions and lectures, this class will focus on the causes and results of the revolutions, and explore what they mean for the specific countries, the region, and the United States. Offered in alternate years.

385, 386 Independent Study
1-3, 1-3

Staff

Directed study and research in selected areas of history. The problems are designed by the student with the help and consent of an instructor in the department. The problems can grow out of prior course work and reading or may be designed to explore areas not covered in the curriculum. Students are expected to follow the agreed course of study. Problems may be done with any consenting instructor in the department but are coordinated by the chairman. *Prerequisite:* consent of instructor.

387 Topics in Latin American History
2-4

A course which examines special topics in Latin American history.

389 History of Mexico
x, 4

Charlip

This course explores the panorama of Mexican history, from precolonial empire to today's economic development policies. The bulk of the class will focus on the postcolonial period, from 1821 to the present, examining the struggle for nationhood and modernization, war with the United States, revolution and dependency. The course will use primary and secondary readings, as well as fiction, and will be conducted primarily by discussion.

393 Constructions of Gender in the Middle Ages
4; not offered 2010-11

Medieval religious thought and practice presents us with a string of paradoxes relating to the position of women and the problem of gender difference, for instance: One woman (Eve) was the source of original sin while another (the Virgin Mary) brought the Savior into the world; God could be described as a wrathful father or a nurturing mother; the Roman Church was a loving mother to its proponents and the Whore of Babylon to its critics. This course will attempt to sort out these paradoxes and explore the problem of gender by discussing three major issues: the status of women in society and the determination of sex roles; the intellectual production of major female religious figures; and the religious symbolism relating to gender in the Middle Ages. Assigned readings will include primary and secondary sources (at a fairly advanced level), and students will be expected to carry out some independent research. The course format will center around discussion.

401 Topics in Comparative History
3, x

Cotts and Sharp

Limited to and required of senior history majors, this course will explore a number of broad themes common to a variety of civilizations, comparing and analyzing these themes as they develop or are played out in chronological and geographical perspective. Examples of such themes include slavery, imperialism, industrialization, the patterns of political reform, the role of women in society, and the impact of technological change on society. Readings, discussions, and several short papers will be required. One 75-minute meeting per week.

470 Internship
3, x

Woodfork

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.

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 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 The Crusades
x, 4

Cotts

This seminar will consider the ideological and political background, military prosecution, and cultural implications of the expeditions from Western Europe to the Eastern Mediterranean now referred to collectively as "the Crusades." After considering underlying concepts such as pilgrimage, the "just war," and developments in the Latin West that preceded the Crusades, we will focus especially on the First, Third, and Fourth Crusades from several historical angles: intellectual, religious, cultural, and economic. The course concludes with a consideration of the resonance of Crusading in modern culture and their role in postcolonial discourses.

493 Seminar in American History**4**

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

494 Seminar in Middle East History**4**

A seminar in a selected topic of Middle East history.

494 Harem: Myth and Reality**x, 4****Semerdjian**

The harem has become a space associated with sexual excess in the writings of European travelers; however, this course will attempt to unravel that image by exploring the realities of harem life as it constituted the center of political power in the Islamic World. The course will begin with the model for the harem based on the household of the Prophet Muhammad. This household model was later incorporated into the Abbasid Empire, where the harem became a central part of imperial culture. Most attention will be focused on the Ottoman Empire, where the harem was comprised of powerful mothers, concubines, and wives who increasingly influenced the decisions of the Sultan in the 16th and 17th centuries. These women were sometimes major players in palace intrigues and, on occasion, political assassinations. The course will include a survey of Orientalist literature (primary and secondary) and new historiography of the Harem. Students are required to write a final research paper using primary sources.

495 Seminar in Latin American History**4**

A seminar in a selected topic of Latin American history.

495 El Che: Man and Myth**4, x****Charlip**

Che Guevara's legacy in Latin America has made him more myth than man. This class will explore Guevara's biography, his role in the Cuban Revolution, his political and economic writings, and his death in Bolivia. We will consider the impact of his ideas on revolutionary movements in the region. We also will explore his cultural and iconic status and consider why he remains a larger than life figure to this day. *Prerequisite*: previous coursework in Latin American history or politics and/or consent of instructor.

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 *Academics* section of this catalog).

490 Senior Project**1-4, 1-4****Staff**

Interdisciplinary project, reading or research undertaken as part of an approved independently designed major or combined major. *Prerequisite*: approved independently designed major, or combined major. Distribution area: none.

498 Honors Thesis**1-4, 1-4****Staff**

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report in an approved independently designed major or combined major. Distribution area: none. Required of and limited to senior honors candidates.

International Studies

400 O'Donnell Endowment: Special Topics in Applied International Studies**1, 1****Staff**

The Ashton and Virginia O'Donnell Endowment exists to bring to campus individuals who are expert practitioners in international affairs. O'Donnell Visiting Educators will have expertise in international business, diplomacy, social movements, environmental regulation, immigration, engineering, medicine, development, the arts or other areas involving international study. Offerings under this designation will be one- to two-week seminars for selected groups of students on topics that are approved by the O'Donnell Visiting Educator. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. A student may repeat this course for no more than four total credits.

400 ST: The Olympic Games: Liturgy of the World-System of Nation-States**1, x****MacAloon**

In just over a century, the Olympic Games have emerged as the single most important celebration in global human affairs. In this course, we will explore the contributions of symbolic anthropology and cultural performance theory to explaining this strange historical development. Students will finish the course with a fundamental understanding of the international Olympic system of organizations and practices, the ability to conceptually distinguish cultural performance genres such as ritual and sport, a strengthened capacity to analyze intercultural conflict, and new questions about

“modernity” and “nationality” in the emerging global world. Students will be responsible to prepare assigned readings and will analyze ethnographic video texts in class. Offered September 3-17.

400 ST: Hot Docs! Documentary and Public Debate

1, x

Isacsson

Documentary film can serve as a powerful force in provoking and sustaining public debate. This course will encourage students to become critical, informed consumers of documentary films with an activist bent. Topics will include point of view, ethics, narrative approaches, and the strengths and pitfalls of activist filmmaking. Class sessions will combine lecture, film excerpts, and discussion. Offered September 27-October 7.

400 ST: The Business of Saving the World

x, 1

Jentzsch

For students considering a career in international development, this seminar offers a practical guide to the core skills and approaches necessary for entering the field, a guide to developing a career path and a “reality check” on the business of international development. This seminar will address how pragmatic matters of international development intersect, and complicate, theoretical debates regarding this multi-billion dollar business. First, we will briefly examine a case study of how one individual turned perceived development needs into starting a non-governmental organization and his successes and missteps. Second, we will discuss strategic business models that allow small organizations to increase the volume and impact of their projects. Third, we will critically examine the commonly cited short-comings in the international development industry and how these problems could be realistically addressed within this competitive industry. Working in groups, students will develop a case study of an international organization. Offered March 29-April 14.

Japanese

Chair: John Iverson,

Foreign Languages and Literatures

Japanese

Hitomi K. Johnson

Yukiko Shigeto

Akira R. Takemoto

Courses in Japanese are designed to develop proficiency in speaking, writing, and reading the language and to acquaint the student with Japanese literature and culture. The courses in Japanese literature in translation (listed in the *World Literature* section) will offer students an introduction to classical and modern Japanese

literature. Students also can choose to gain an introduction to traditional Japanese art and aesthetics (Art History 248), and studio art classes in calligraphy and tea ceremony (Studio Art 301), or take courses on traditional and modern Japanese history.

Placement in language courses: Students with previous Japanese language experience must contact Professor Takemoto before enrolling in Japanese 205, 305 or 405.

The Foreign Languages and Literatures/Japanese minor: The minor in Japanese will consist of Japanese 205 and 206 (or the equivalent of two years of college-level Japanese) plus a minimum of 12 credits in Japanese language, literature, history, or art from courses higher than 200. Courses on Japan offered under Asian studies, world literature, art history, studio art, and history may be used to satisfy the requirements for this minor.

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

Staff

This course continues to introduce new grammar patterns and *kanji*, while providing the student with the opportunity to practice conversational skills and to read cultural and literary materials. Five periods per week. *Prerequisites:* Japanese 106 or consent of instructor.

305, 306 Third-Year Japanese

4, 4

Staff

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.

**405, 406 Fourth-Year Japanese
4, 4****Staff**

The course will begin with a program to develop proficiency in the four communication skills of speaking, listening, reading, and writing as well as cultural understanding. Approximately 250 *kanji* compounds will be introduced, and *kanji* introduced in the first-, second-, and third-year classes will be reviewed. The focus of the program will be to help students gain a broader background in Japanese language and culture by reading contemporary literary texts and essays, and to explore the challenges of translating those texts into English. Students also will be expected to express themselves orally without having to rely on heavily prefabricated phrases. *Prerequisites*: Japanese 306 or equivalent.

**491, 492 Independent Study in Japanese
Language****1-4, 1-4****Staff**

This class is designed for students who have completed three years of college-level Japanese and who desire to pursue further study in Japanese language, literature, or culture. The instructor will choose texts on topics in which the student shows interest; students will read and prepare translations of selected readings and write a critical introductory essay. *Prerequisites*: Japanese 306 or equivalent.

The program in Japanese also includes courses in world literature. These classes are listed in the *World Literature* section of the catalog.

Latin*(See Classics)***Latin American and
Caribbean Literature**

The Latin American and Caribbean Literature minor: Twenty credits from among the following courses:

- English 387-389 when the topic is Latin American or Caribbean literature;
- French 439, 440;
- Spanish 305, 306, 341, 342, 343, 467;
- World Literature 381-390, when the topic is Latin American or Caribbean cinema or literature.

None of these courses may be duplicated as major requirement credit. A minimum of eight credits transferred from other institutions may be applied to this minor. No credits may be taken P-D-F or as independent study or directed reading.

Latin American Studies

Director: Julie A. Charlip, History
Aaron Bobrow-Strain, Politics
Jason Pribilsky, Anthropology
(on Sabbatical, Fall 2010)

Latin America is a diverse region stretching from Mexico to Chile, including 18 Spanish-speaking countries and Brazil. The Latin American studies minor offers the opportunity to study the area through an interdisciplinary approach that includes language, literature, history, politics, economics, society, and culture.

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, 341, 342, 343 or any 400-level courses taught in Spanish on a Latin American topic.

Four credits from among the following supporting courses: Anthropology 259; History 283, 287, 381, 382, 384, 387, 389, 495; Politics 242, 334, 335; Spanish 341, 342, 343, 431, 432, 433, 434, plus 440-449, 467, 468; and World Literature 381-390/Rhetoric and Film Studies 368, when the topic is Spanish American cinema or literature, and other courses by consent of the adviser(s) in Latin American studies.

A minimum of eight credits in Latin American history and in Spanish for this minor must be completed at Whitman, and none of these credits may be taken P-D-F or as independent study or directed reading.

The Latin American Studies minor for Spanish majors: Twenty credits as follows:

Three Latin American history courses.

Eight credits from among the following supporting courses: Anthropology 259; History 283, 287, 381, 382, 384, 387, 389, 495; Politics 242, 334, 335; Spanish 431, 432, 433, 434, plus 440-449, 467, 468; and World Literature 381-390/Rhetoric and Film Studies 368, when the topic is Spanish American cinema or literature (not to be duplicated in major requirement credit), and other courses by consent of the adviser(s) in Latin American studies.

A minimum of eight credits in Latin American history for this minor must be completed at Whitman, and none of these credits may be taken P-D-F or as independent study or directed reading.

495 Latin American Studies Senior Thesis Workshop

2, x **Charlip**
Required of and limited to senior majors in Latin American studies.

496 Latin American Studies Senior Thesis

x, 2 **Staff**
The completion of the draft of the senior thesis prepared by Latin American Studies 495. Required of and limited to senior majors in Latin American studies.

498 Latin American Studies Honors Thesis

x, 2 **Staff**
The completion of the draft of the thesis prepared in Latin American Studies 495. Required of and limited to senior honors candidates in Latin American studies.
Prerequisite: admission to honors candidacy.

Library

100 Information Literacy

1, 1 **Fall: Keene; Spring: Carter**
The purpose of this course is to introduce the resources and services of Penrose Library, while at the same time, helping students feel comfortable and confident in the library. We will focus on developing information literacy skills. These concepts are transferable to any class where you do research at Whitman, and they are integral to lifelong learning. They include: defining the type of resource you need for your research, accessing those resources, evaluating sources critically, formally recognizing the work of others by using appropriate citation style, and understanding intellectual property. Graded credit/no credit. Open to first- and second-year students, others by consent of instructor.

300 Primary Sources Seminar

x, 1 **Keene, Paulus**
This class, principally designed for third-year students, uses archival materials to help students prepare to undertake significant primary source research as part of their senior thesis. The class will be taught in the Whitman College and Northwest Archives and begins with a solid foundation in information literacy skills, especially understanding the nature and use of primary source materials across the disciplines. The second segment will involve the active use of fully processed collections and discussion of the benefits, challenges, and limitations of using primary source materials. The third part of the semester will have the students work with minimally processed collections and create scope/content notes, biographical sketches, and other contextual information. By describing and interpreting these collections, the students will learn

how primary materials are made available for use, and how their decisions can impact future users. We will use modeling, class presentations, and student-focused discussions to create a working laboratory environment. At the conclusion of the class, students will understand how primary materials are made accessible and used for original research. Graded credit/no credit. Restricted to third-year students.

Linguistics

107 Syntax and Grammar

4, x **Burgess**
This course begins with a grounding in descriptive English syntax and grammar. A brief consideration of historical linguistics will allow students to analyze English syntax within the context of related Indo-European languages. The final section of the course applies close stylistic analysis to texts and utterances from a variety of discourse communities.

Mathematics

Chair: Douglas Hundley
Barry Balof (*on Sabbatical, 2010-11*)
Jim Cotts
Robert Fontenot
Russell A. Gordon
David Guichard (*on Sabbatical, 2010-11*)
Patrick W. Keef
Albert W. Schueller
Laura M. Schueller (*on Leave, 2010-11*)
Amy Wilson

Mathematics courses provide an opportunity to study mathematics for its own sake and as a tool for the physical, social, and life sciences (applied mathematics). Most courses mix the two points of view to some extent, though some deal almost exclusively with one or the other. The department offers two separate major programs corresponding to these two areas.

All or part of the calculus sequence is required or recommended by several majors at Whitman and calculus is the most common mathematics course taken by students. However, the department offers other courses (Mathematics 108, 128, 167) that are intended for students who wish to take mathematics but are not interested in or not prepared for calculus. Courses in programming, or with an emphasis on computing, are 167, 235, 236, 270, 350, 467.

P-D-F policy: The department places no restrictions on the use of the P-D-F option for mathematics courses for majors or nonmajors, except that students choosing the mathematics

major must take Mathematics 260 for a grade. The department strongly recommends that students majoring in mathematics or completing a joint major with mathematics not use the P-D-F option in mathematics courses.

The senior assessment in mathematics consists of a comprehensive examination in two parts: a four-hour written examination and a one-hour oral examination. The written examination covers three semesters of calculus and one of linear algebra — roughly the first two years of the program. The oral examination covers advanced topics.

Courses in mathematics apply to the quantitative analysis distribution area.

The Mathematics major: 225, 235, 236, 260, 300; any two of 385, 386, 455, 456, 495 and 496; 12 additional credits in mathematics courses numbered above 200, for a total of 36 credits. A grade of B- (2.7) or better in Mathematics 260 is required, and grades of B (3.0) or better in Mathematics 225 and 260 are strongly recommended for any student considering mathematics as a major. The following are strongly recommended: computer programming experience and the use of a variety of technical software packages; applied mathematics courses, such as Mathematics 338, 339, 350 and 467; and a minor in a subject which makes substantial use of mathematics; for example, a physical science or economics. Students planning graduate study should take Mathematics 386 and 456 and should acquire a reading knowledge of either French, German, or Russian.

The Applied Mathematics major: 167, 225, 235, 236, 244, 260, 300, 338, 467, 495 and 496; six additional credits in mathematics courses numbered above 200 (270, 339, 350, 367, 368 are good options) for a total of 34 credits; a minor (or major) in a related discipline, approved by the department. Students planning graduate study should acquire a reading knowledge of either French, German, or Russian.

A student who enters Whitman College without a good working knowledge of the material in Mathematics 125 and 126 will have to complete 42 mathematics credits to fulfill the requirements for the mathematics major, 40 credits for the applied mathematics major; both totals include six credits for Mathematics 125, 126.

Twenty-seven mathematics credits are required for the mathematics-physics major, 31 mathematics credits for the economics-mathematics major, and 27 mathematics credits for

the 3-2 mathematics-computer science major. Students may not declare both a mathematics and applied mathematics major.

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

The Economics-Mathematics combined major: Mathematics 167, 225, 235, 236, 244, 300, 338, either 339 or 350, and three additional credits chosen from mathematics courses numbered above 200. Economics 101 or 177, 102, 307, 308, 327, 428 plus one additional course in economics. For economics-mathematics majors, Economics 101 or 177, 102 and Mathematics 338 are the prerequisites for Economics 327, and Economics 227 does not apply toward the minimum major requirements. Economics 493, 494, and other economics courses taken P-D-F may not be used to meet the 28-credit requirement. The senior assessment consists of the written exam in mathematics, the Major Field Test (MFT) in economics, and a combined oral exam scheduled by the economics department. Courses completed in this major apply to the social science, science and quantitative analysis distribution areas.

The Mathematics-Physics combined major: Mathematics 225, 235, 236, 244, 300, and nine additional credits in mathematics courses numbered above 200; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480, or from BBMB 324. Senior assessment consists of the written exam in mathematics, the written exam in physics, and a combined oral exam scheduled by the physics department. Courses completed in this major apply to the science and quantitative analysis distribution areas.

Majoring in Computer Science. Please see the *Combined Plans* section of this catalog.

Choosing a Calculus Course

Students who wish to take calculus should note the following: Students with a strong background in high school mathematics not including calculus start with Mathematics 125. Students who have taken a high school course in calculus, but who have not taken the BC calculus Advanced Placement Test (see the statement below regarding college credit for the Advanced Placement Test) should take the Advisory Calculus Placement exam offered by the department of mathematics.

Students should note that several programs require the calculus labs, Mathematics 235 and 236, in addition to Mathematics 225. Because the lab courses teach skills that are useful in other mathematics and science courses, it is strongly recommended that

students take Mathematics 235 and 236 as early as possible in their programs. Programs that require the calculus labs are the mathematics major, the economics-mathematics major, the mathematics-physics major, the physics major, the 3-2 engineering program, and the 3-2 mathematics-computer science major.

Advanced Placement

The policy for advanced standing and credit for the College Board Advanced Placement program is as follows:

- I. 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.
- II. 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.
- III. 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; not offered 2010-11

This course will introduce students to mathematical thinking by studying a variety of mathematical topics. Topics may include problem-solving strategies, recreational mathematics and puzzles, mathematics of finance, voting power, and game theory. This course is not designed to prepare students for calculus and is intended primarily for the nonmath major. *Prerequisite:* two years of high school mathematics.

119 Programming with Robots 3; not offered 2010-11

An introduction to programming techniques applicable to most languages using personal robotics kits (Lego Mindstorm NXT's provided). The programming language used is most similar to the C programming language. Frequent programming projects are required in both independent and group settings. Traditional computer science topics like logic and algorithms, simple networking, event loops, and threading also will be explored.

125 Calculus I

3, x

Cotts, Wilson

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 instructor.

126 Calculus II

3, 3

Fall: Gordon, Hundley
Spring: Cotts, Staff

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

128 Elementary Statistics

3, x

Cotts

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

A. Schueller

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: A. Schueller; Spring: Hundley

Topics include partial derivatives, gradients, extreme value theory for functions of more than one variable, multiple integration, line integrals and various topics in vector analysis.

235 Calculus Laboratory

x, 1

A. Schueller

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. *Pre- or corequisite:* Mathematics 225.

236 Calculus Laboratory

1; not offered 2010-11

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:* Mathematics 235.

244 Differential Equations**3, 3** **Fall: Hundley; Spring: Gordon**

This course includes first and second order linear differential equations and applications. Other topics may include systems of differential equations and series solutions of differential equations. *Prerequisite:* Mathematics 225.

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

An introduction to some of the concepts and methodology of advanced mathematics. Emphasis is on the notions of rigor and proof. This course is intended for students interested in majoring in mathematics; students should plan to complete it not later than the spring semester of the sophomore year. *Prerequisite:* Mathematics 225.

270 Data Structures with C++**3; not offered 2010-11**

We study fundamental methods used to store, access, and manipulate data in computers. Storage structures to be covered include files, lists, tables, graphs, and trees. We will discuss and analyze methods of searching for and sorting data in these structures. *Prerequisite:* Mathematics 167 or consent of instructor.

281, 282 Independent Study**1-3, 1-3** **Staff**

A reading project in an area of mathematics not covered in regular courses or that is a proper subset of an existing course. The topic, selected by the student in consultation with the staff, is deemed to be introductory in nature with a level of difficulty comparable to other mathematics courses at the 200-level. May be repeated for a maximum of six credits. *Prerequisite:* consent of supervising instructor.

299 Problem Solving in Mathematics**1, x** **Balof**

Students will meet weekly to discuss problem solving techniques. Each week a different type of problem will be discussed. Topics covered will include polynomials, combinatorics, geometry, probability, proofs involving induction, parity arguments and divisibility arguments. The main focus of the course will be to prepare students for the William Lowell Putnam Mathematics Competition, a national examination held the first Saturday in December. Students who place in the top 500 on this exam nationwide have their names listed for consideration to mathematics graduate programs. May be repeated for a maximum of four credits. *Prerequisite:* consent of instructor.

300 Linear Algebra**3, 3** **Fall: Keef; Spring: Staff**

This course first considers the solution set of a system of linear equations. The ideas generated from systems of equations are then generalized and studied in a more abstract setting, which considers topics such as matrices, determinants, vector spaces, inner products, linear transformations, and eigenvalues. *Prerequisite:* Mathematics 225.

337 Geometry**3; not offered 2010-11**

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**x, 4** **Cotts**

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**3; not offered 2010-11**

Operations research is a scientific approach to determining how best to operate a system, usually under conditions requiring the allocation of scarce resources. This course will consider deterministic models, including those in linear programming (optimization) and related subfields of operations research. *Prerequisite:* Mathematics 300.

350 Mathematical Modeling and Numerical Methods**3; not offered 2010-11**

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**3; not offered 2010-11**

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 2010-11

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

Keef

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 2010-11

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; not offered 2010-11

An introduction to numerical approximation of algebraic and analytic processes. Topics include numerical methods of solution of equations, systems of equations and differential equations, and error analysis of approximations. *Prerequisite:* Mathematics 167. *Pre- or corequisite:* Mathematics 300.

471, 472 Special Topics
1-3

On occasion, the mathematics department will offer courses on advanced topics in mathematics that are not found in other course offerings. Possible topics include topology, number theory, and problem solving. The current offerings follow.

472A ST: Topics in Mathematical Modeling
x, 3 **Hundley**

The course will be an introduction to the methods of mathematical modeling, including techniques from statistical modeling and data analysis and operations research. Students for whom either Mathematics 350 or Mathematics 358 is required may substitute this course in its place. Instructor consent required. *Prerequisites:* Mathematics 300, some level of programming experience helpful, but not required.

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

Keef

Preparation of the senior project required of all graduating mathematics majors. Each student will be matched with a faculty member from the mathematics department who will help supervise the project. Course objectives include developing students' abilities to independently read, develop, organize and communicate mathematical ideas, both orally and in writing.

496 Senior Project II
x, 1

Keef

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

Chair: Lee D. Thompson

Peter Crawford	Susan Pickett
Edward Dixon	Jackie Wood
David Glenn	Karen Zizzi
Jeremy Mims	

Assistants

Genevieve Baglio	Lori Parnicky
William Berry	Leo Potts
Laura Curtis	Kraig Scott
Amy Dodds	Chelsea Spence
John David Earnest	Jon St. Hilaire
Phil Lynch	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 36 credits to fulfill the requirements for the Standard, History, Theory/Composition or Jazz tracks or 38 credits for the Performance track.

A minimum of 36 credits selected so as to include the following:

Theory of Music 125, 126, 327, 328, 440

History and Literature 397, 398, 399, 400

Large Ensemble, four credit hours (for Jazz Track, two from the following list plus two from 261, 262) 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 and those pursuing honors must enroll in Music 498.

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 and those pursuing honors must enroll in Music 498.

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 requires taking Music 497 and writing a senior thesis. Honors candidates must substitute Music 498 for Music 497.

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. For the theory track, this requires enrolling in Music 497 and writing a senior thesis. For composers, this includes a portfolio of compositions and a public performance of original works in the senior year. For theorists, this requires taking Music 497 and writing a senior thesis. Honors candidates must substitute Music 498 for Music 497. A student with a music composition emphasis ideally should complete Music 327 in the first semester of the sophomore year, then take Music 480 every semester thereafter. If this timetable is not possible, Music 327 and 440 *must* be completed by the end of the junior year, in which case Music 480 should be taken simultaneously with Music 440 during

the second semester of the junior year. All composition emphasis students must submit a portfolio to the music faculty at the end of the junior year for consideration of advancement to the senior year with the composition emphasis. The portfolio should include two to three works totaling about 15 minutes of music, and the works should demonstrate technical proficiency at a level determined by the composition professor.

Jazz Track requires four credit hours of applied music at the intermediate level of Music 363/364. The Jazz Track requires that the student give a full recital in the senior year and those pursuing honors must enroll in Music 498. That recital must contain one piece from the classical repertoire. This stipulation does not apply to guitarists. Two credits selected from Music 261, 262; Music 260.

The senior assessment for music majors consists of three segments: written, aural, and oral. A piano proficiency examination is required of all students majoring in music. Upon declaration of the music major, a student must enroll for at least one credit of piano each semester until the proficiency examination has been passed. An aural proficiency examination is also required of all students majoring in music. The examination may be fulfilled by receiving a grade of B or better in Music 328. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major.

Honors candidates in music must pass all components of senior exams (written, aural, oral) with distinction. The honors thesis in the history track is a written document. Composition students must pass their senior composition recital with distinction, and the written document will be a portfolio of original compositions. Theory students must write an analytical thesis. Performance, Standard, and Jazz track majors must present a senior recital with distinction, and the thesis will be a recording of the recital.

Because a number of the required courses for a major in music are offered only in alternate years, music majors intending to study abroad should complete most of the required course(s) before going abroad or make arrangements to take a comparable course while abroad.

Any student desiring to perform a recital must present a prerecital jury to the music faculty at least three weeks prior to the scheduled recital date.

The Music minor: A minimum of 18 credits selected to include: Music 125, 126; two courses from 397, 398, 399, 400; four credits in music ensembles from 211, 212, 231, 232, 241, 242, 253, 254 (with a maximum of two credits in 261, 262); 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: A limited number of scholarships are available to offset the fee for lessons. Students receiving scholarships are required to participate in the appropriate major ensemble (Wind Ensemble, Jazz Ensembles, Symphony Orchestra, or Choir) or Accompanying 253, 254 (a minimum of two half-hour lessons per week per semester).

Nonmajors: The following courses are recommended as an introduction to music for liberal arts students (some courses require auditions and/or consent of 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

Grading and credit limitations: All ensembles (211, 212, 231, 232, 241, 242, 251, 252, 253, 254, 261, 262, 281, 282) are graded on a regular basis; a maximum of 12 credits is applicable toward degree requirements. Applied music courses are graded on a regular basis. Applied lessons may not be taken P-D-F. A maximum of 16 credits in applied music is applicable toward degree requirements.

100 Reading of Music

First-half of Fall semester; 1, x

Dodds

Music reading including treble and bass clefs, rhythms, accidentals, and notation procedures. Offered first half of the fall semester only. *Prerequisite:* the ability to discern if pitch is rising or falling; to be able to match pitches played on the piano with the voice. *Corequisite:* enrollment in private lessons or an ensemble, or consent of instructor.

125 Introduction to Music Theory

Second-half of Fall semester; 2, x

Dodds

Fundamentals of music including key signatures, scales, intervals, triads, and ear training. Offered second half of the fall semester only. *Prerequisite:* the ability to discern if pitch is rising or falling; to be able to match pitches played on the piano with the voice; a facile reading ability of treble and bass clefs. *Corequisite:* enrollment in private lessons or an ensemble, or consent of instructor.

126 Music Theory

x, 3

Pickett

A continuation of Music 125; harmony and partwriting. *Prerequisite:* Music 125 or consent of instructor.

150 Introduction to Music Literature

3; not offered 2010-11

A liberal arts approach to the study of music through historical style. Many musical compositions from the 17th through the 20th century are presented through recordings and other media to aid in formulating musical taste. No previous knowledge of music theory or score reading is necessary as a basis for this course. Open to all students. Offered in alternate years.

160 Study of Jazz

3, x

Crawford

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. Course sections may *not* be repeated in subsequent years. *Prerequisite:* consent of instructor. P-D-F not allowed. *Fee:* \$300 each semester.

211, 212 Symphony Orchestra

1, 1

Staff

A concert organization devoted to the study of orchestral music of all periods. One or more formal concerts presented each semester. Open to all instru-

mentalists 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

Staff

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. P-D-F not allowed. *Fee*: \$25.

251, 252 Special Ensembles

1

Specific ensembles may vary each semester. This course is excluded from the 18-credit enrollment limit. *Prerequisite*: consent of instructor. The current offerings follow.

252 A: Music Theatre and Opera Production

x, 1

Staff

Rehearsal and performance of musicals and operas, given in conjunction with the theatre department. In general, music credit is offered for opera, and drama credit is given for musical theatre. *Prerequisite*: consent of instructor. P-D-F not allowed.

251, 252 B: Whitman Chamber Singers

1, 1

Staff

A 24-member select ensemble, specializing in traditional vocal chamber music of the 16th through the 21st century. One formal on-campus concert plus additional off-campus performances each semester. Membership open only to members of the Chorale. P-D-F not allowed.

251, 252 E: Chamber Music

1, 1

Dodds

Rehearsal and performance of works from the chamber music repertoires for various sizes and combinations of instruments from two to nine parts. Works will be selected according to the instruments represented by those enrolled but will emphasize works for small groups of strings and winds or instruments with piano. At least one public concert will be presented each semester. Open to all students by audition and consent of instructor. P-D-F not allowed.

251, 252 EB: Cello Choir

1; not offered 2010-11

An ensemble of only cellos ranging from eight to 12 players. A formal concert plus occasional casual performances are given each semester. Music ranges from classical, folk and everything in between. Open to all cellists by audition.

253, 254 Accompanying

1, 1

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

3; not offered 2010-11

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. *Prerequisite*: consent of instructor. P-D-F not allowed. *Fee*: \$300 per credit per semester.

265 Jazz Composing and Arranging

3; not offered 2010-11

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 instructor.

271 Introduction to Music Technology

3, x

Crawford

This course is designed to give the music student a broad understanding of the technologies available to music performers and composers. No previous experience is required. The course will include the following topics: computer music notation and layout, basics of MIDI recording, digital audio, sequencer basics, presentation software, accompaniment programs, survey of music theory and music education software, and other topics related to music instruction and performance. The course will consist of weekly projects based on the above topics. Students will complete a

supervised project in their area of interest. *Prerequisite*: consent of instructor.

281, 282 Jazz Ensemble II
1, 1

Glenn

A jazz ensemble of varying instrumentation. This group works on developing skills in style, sight reading and improvisation in the jazz idiom. Jazz Ensemble II will perform one formal on-campus performance and possible additional performances each semester. Open to all students by audition during the first week of classes. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed.

300 Foreign Language Diction for Singers
3; not offered 2010-11

Teaches the pronunciation principles of the International Phonetic Alphabet (IPA) and applies these pronunciation guidelines to various languages which singers encounter in vocal repertoire. Latin, Italian, German, and French pronunciation explored using opera and song literature. Three class sessions per week. Offered in alternate years.

310 Special Studies
3

**327 Romantic, Post Romantic and
Twentieth Century Music Theory**

3, x Pickett

Chromatic harmony and 20th century composition techniques. *Prerequisite*: Music 126 with a grade of C or better. *Corequisite* for music majors: Music 328.

328 Music Theory Laboratory
1, x

Staff

Intermediate and advanced ear training with emphasis on group and individual sight singing and independent work using computer dictation software. Receiving a grade of B or better will satisfy the aural proficiency requirement of the music major. Required of all music majors enrolled in Music 327. Students must pass a prediagnostic dictation exam in order to register for the course. One hour per week. *Corequisite*: Music 327. This course may not be taken P-D-F.

340 Beginning Conducting
2, x

Staff

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.

341 Intermediate Conducting
2, 2

Mims

This course is a continuation of the study of the technique and art of conducting. *Prerequisite*: Music 340 or consent of instructor.

354 Women as Composers
x, 3

Pickett

The lives and music of selected female classical music composers from the medieval era through the 21st century. *Prerequisites*: Students must be fluent music readers, and have previously taken one of the following courses — Music 397, 398, 399, 400. Offered in alternate years.

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. *Prerequisite*: consent of instructor. P-D-F not allowed. *Fee*: \$300 per credit per semester.

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 instructor. May be repeated one time for credit.

373, 374 Recital Production
2-3, 2-3

Staff

Juniors who wish to present a departmentally sanctioned public recital for which extensive coaching and rehearsing are necessary may enroll in this course concurrently with applied music lessons. Open only to juniors. *Prerequisite*: consent of instructor. P-D-F not allowed.

397 Music History: Medieval Through 1700
3, x

Lufferman

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

Lufferman

The evolution of style in the 18th century through examination of the literature. Extensive listening assignments. Knowledge of treble and bass clefs is essential. Offered in alternate years.

399 Music History: Nineteenth Century
3; not offered 2010-11

The evolution of style in the 19th century through examination of the literature. Extensive listening assignments. Knowledge of treble and bass clefs is essential. Offered in alternate years.

400 Music History and Literature of the Twentieth Century
3; not offered 2010-11

The evolution of 20th century musical styles including Impressionism, Expressionism, neo-Classicalism, Serialism, and music of the post-1945 era. Listening and written examinations. A reading knowledge of treble and bass clefs and knowledge of basic harmony is necessary. Three periods per week. Offered in alternate years.

411, 412 Independent Study
1-3, 1-3

Staff

Directed reading, research, composing, arranging, preparation of a critical paper, composition or project on a topic suggested by the student. The student must submit a detailed proposal to the music faculty in the semester preceding the anticipated study. The student is responsible for any extra expenses incurred in completing the project. *Prerequisites:* junior or senior standing or consent of instructor.

440 Form and Analysis
x, 3

Ernest and Pickett

A capstone course for theory, includes analytical techniques and forms. *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. *Prerequisite:* consent of music faculty. P-D-F not allowed. *Fee:* \$300 per credit per semester.

473, 474 Recital Production
2-3, 2-3

Seniors who wish to present a departmentally sanctioned public recital for which extensive coaching and rehearsing are necessary may enroll in this course concurrently with applied music lessons. Open only to seniors. *Prerequisite:* consent of instructor. P-D-F not allowed.

480 Composition
1-3, 1-3

Ernest

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. *Prerequisite:* Music 327 and consent of instructor. *Fee:* \$300 per credit per semester.

490 Seminar
3, x

Staff

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.

497 Senior Thesis
1-3, 1-3

Thompson

Designed to further independent investigation leading to the preparation of a written thesis. Required of Music History Track music majors. Also required for Music Theory/Composition Track music majors who are writing an analytical thesis.

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

Chair: Thomas A. Davis

David Carey

Mitchell S. Clearfield

Patrick R. Frierson

Rebecca Hanrahan

Julia A. Ireland (*on Sabbatical, Fall 2010*)

Michelle Jenkins

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 major in philosophy has three components: Reading in the Western Philosophical Tradition (12 credits), the portfolio, and for those who qualify, an honors thesis with its public oral examination (eight credits). All majors will take a minimum of 28 credits, 12 (three courses) in Reading in the Western Philosophical Tradition and eight (two courses) at the 300 or 400 level. Writing an honors thesis will raise the minimum credits to a total of 36. The minor in philosophy requires a minimum of 20 credits, including Philosophy 201 and 202.

I. Reading in the Western Philosophical Tradition (a total of 12 credits)

Majors will take a two-course sequence, Philosophy 201 and 202, in which texts from Plato

to Kant will be read closely. Having completed this sequence, majors will then take a third course of their choice in which they will follow out an interest generated from their reading. Finally, upon completion of these three courses, each major will write a 2,000-word paper that critically defines and discusses a topic that took on special interest and developed through their work in the three courses.

II. The Portfolio

Each major will gather a portfolio of the following written work to be submitted to the department by the end of the third week of classes in spring semester of their senior year:

- (i) the rewriting of a seminar paper from a 300- to 400-level course,
- (ii) the 2,000-word narrative paper satisfying the Reading in the Western Philosophical Tradition requirement,
- (iii) a 1,000-word intellectual autobiography describing how you have developed your own philosophical perspective through your work in the major that will be graded by the department as pass, fail, or pass with distinction.

Each major will then take an oral examination based on their portfolio to be scheduled before the last two weeks of spring semester of their senior year that also will be graded, pass, fail, or pass with distinction.

III. The Honors Thesis (a total of eight credits)

Majors interested in writing an honors thesis must:

- (i) Submit a proposal to the department two weeks before the end of the spring semester of their junior year.
- (ii) Get consent from a member of the department based on departmental approval of the proposal to conduct an independent study in the fall semester of their senior year.
- (iii) Upon completion of a successful independent study, submit a new honors thesis proposal for departmental approval by the beginning of the last week of classes in the fall semester of their senior year. If approved, then write the honors thesis in the spring semester of their senior year due the end of the first week in April.
- (iv) Successfully complete a public oral examination of the honors thesis before the end of the third week of April.

IV. Honors in the major

To receive honors in the major a student must earn at least an A- on both the honors thesis and its public oral examination in addition to passing with distinction both the portfolio and its oral examination.

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, and 235, that can apply for either humanities or alternative voices.

107 Critical Reasoning 4, x

Hanrahan

Focuses on principles and standards applicable to thinking critically on any topic. Arguments and their analyses, the nature and use of evidence, fallacies both formal and informal, are included in the matters addressed in the course. Intended for first-year students and sophomores; open to juniors and seniors by consent only.

109 Symbolic Logic 4; not offered 2010-11

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.

117 Problems in Philosophy x, 4

Clearfield

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; metaphysical questions concerning materialism, idealism, and naturalism; and questions of ethics. Other problems may be considered as time permits. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only.

127 Ethics 4; not offered 2010-11

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.

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

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.

177A ST: The Banality of Evil and a Politics of a Change of Heart

4, x

Davis

We begin with Kant’s view in *Religion Within the Limits of Reason Alone* that the only adequate response to radical evil is a revolutionary change of heart. We then consider Arendt’s reading in *Eichmann in Jerusalem* of how evil has become banal today in a way that escapes “radical evil.” Is the banality of evil open to a change of heart? To answer we will consider the roots of Gandhi’s politics of nonviolence in his reappropriation of the *Bhagavad-Gita*, Jesus’ turning the other cheek, and Thoreau’s “On Civil Disobedience.” Along the way we will use the films *Gaslight* and *City Lights* to help understand, respectively, civilized monstrosity, and the choreography of a change of heart. Distribution area: humanities.

177A ST: Contemporary Problems: On Beauty

x, 4

Ireland

As Elaine Scarry comments in her book, *On Beauty and Being Just*, there has been a shift in philosophy away from beauty and toward the sublime. This course will examine the role that beauty has played in the history of philosophy, focusing in particular on the relationship between beauty, taste, and judgment. Readings will include selections from the history of philosophy (Plato, Augustine, Kant, Schopenhauer, Adorno) as well as contemporary approaches (Scarry, Eco *On Ugliness*). Course requirements will include short analytical papers and a comprehensive final project. *Priority given to first- and second-year students.* Distribution area: humanities.

177B ST: Philosophy in Literature

4, x

Jenkins

In this course we will examine two difficult, but important, questions: (1) what does it mean to be a person? and (2) as a person, how should I best live my life? Philosophers have long struggled to answer these questions, but they are not only thinkers to do so. We also see them being grappled with in the pages of literary texts. In this course, then, we will examine these questions through the lens of both philosophy and literature, paying particular attention to how

these traditionally philosophical issues are raised and addressed in literature. Texts will likely include *Do Androids Dream of Electric Sheep?* by Phillip K. Dick, *Crime and Punishment* by Fyodor Dostoevsky, *The Plague* by Albert Camus, Plato’s *Gorgias*, and selections from Nietzsche’s *Thus Spake Zarathustra*. Distribution area: humanities.

201 Readings in Western Philosophical Tradition: Ancient

4, 4

Jenkins

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

202 Readings in the Western Philosophical Tradition: Modern

x, 4

Frierson

A survey of key 17th and 18th century European Philosophers and texts, from Descartes’ *Meditations* through key works by Hume and Kant.

207 Foundations of American Romanticism 4; not offered 2010-11

Is there an American difference in philosophy? We will examine the roots of American Romanticism in Coleridge and Wordsworth to prepare reading selected essays by Emerson and Thoreau and then Hawthorne’s *Scarlet Letter*. *Prerequisite:* one prior course in Philosophy or consent of instructor.

208 Ethics and Food: What’s for Dinner?

4, x

Hanrahan

The primary way most of us interact with both the animal world and the environment is through our choices in regards to what we will eat. How, though, should we make these choices? Is it wrong to eat meat? What is sustainable agriculture? How should we value the pleasures of food?

209 Contemporary American Romanticism 4; not offered 2010-11

Is there an American difference in philosophy? We will examine contemporary developments of the founding of American thought in Emerson and Thoreau through a close reading of selected essays, autobiography, and short fiction by Stanley Cavell and Barry Lopez. *Prerequisite:* Philosophy 207 or consent of instructor.

210 Epistemology

4; not offered 2010-11

This course focuses critically on theories of knowledge, truth, and justification, and the issues and problems they severally raise.

218 Language and Meaning

4; not offered 2010-11

This course is an introduction to the philosophy of language. The focus will be on the nature of linguistic meaning and the relationship between words and the world. We also will consider some of the implications of those issues on the nature of cognition and on our understanding of reality through language.

220 Special Topics: Philosophy and Literature

4

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

221 Phenomenology of Religious Experience

4; not offered 2010-11

We will examine the experiential dynamics of specific religious phenomena, for example, the actions of forgiveness, of surrender in “conversion,” and of “turning the other cheek.” Readings will be taken from: Luke, Paul’s letters, Augustine’s *Confessions*, Kant’s *Religion within the Limits of Reason Alone*, William James’ *Varieties of Religious Experience*, Heidegger’s *The Phenomenology of Religious Life*, and essays by Levinas.

222 Education and Autonomy

x, 4

Frierson

This course focuses on a particular issue in the philosophy of education: how to both respect and cultivate the autonomy of one’s students. Drawing primarily on Jean-Jacques Rousseau, Immanuel Kant, and Maria Montessori, we will explore autonomy-based approaches to education, from raising infants through developing mature adults.

225 Critical Race Theory

4; not offered 2010-11

This course is a philosophical consideration of race and recognition, focusing specifically on the African American experience. It seeks to guide students toward the creation of what bell hooks terms a “critical consciousness” as itself a form of critical thinking.

230 History and Philosophy of Science

4; not offered 2010-11

An historical look at the philosophical development of method and at philosophical issues in conflicts (theoretical, evidentiary, and social) in science.

235 Philosophy of Feminism

4; not offered 2010-11

This course will introduce students to some of the questions explored within the philosophy of feminism, questions 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.

239 Aesthetics

4; not offered 2010-11

After developing a critical vocabulary through an examination of Hume’s notion of taste, Kant’s “reflective judgment,” and Heidegger’s reconceptualization of the work of art in “Building Dwelling Thinking,” we apply this vocabulary to architecture using Karsten Harries’ *The Ethical Function of Architecture* to help us critically assess the “aesthetic” governing Whitman’s

Penrose Library renovation project. Then moving from the “public” to the “private,” we consider the sense of “aesthetics” at work in building your own home, using as a guide Witold Rybczynski’s *The Most Beautiful House in the World*. May be elected as Art History 249.

241 Environmental Aesthetics

4, x

Davis

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

255 Environmental Ethics

4; not offered 2010-11

Does the nonhuman world have any intrinsic value or is it valuable only because of its relation to human interests? That is, does anything besides humanity have “moral standing”? If so, what is its basis? Should we, for instance accord rights to all those creatures that are sentient? If we do, will we have gone far enough, morally speaking? What about those creatures that lack sentience? What about the environment in which all creatures, human and nonhuman, live? Does it have moral standing? In answering these questions, we will consider the works of Aldo Leopold, Peter Singer, Karen Warren, Arne Naess, and Julian Simon, among others.

270 Metaphysics

4, x

Clearfield

Metaphysics studies the ultimate nature of reality. In this course, we will focus on the metaphysics of the person. We will critically examine such topics as: the problem of free will, the nature of the mind/self, and how someone can change but still remain the same person.

300 Emerson

x, 4

Davis

A close reading of selected essays by Emerson with critical responses based on work by Nietzsche, Levinas, and Stanley Cavell.

318 Hannah Arendt as Political Thinker

4; not offered 2010-11

Hannah Arendt disavowed the title of philosopher instead describing herself as a “political thinker.” This seminar will investigate what Arendt means by this description, focusing in particular on the notions of “world,” “natality,” and what she calls the *vita activa*. Texts will include *Between Past and Future*, *The Human Condition*, and *Eichmann in Jerusalem* as well as selections from Arendt’s work on Kant and aesthetics and cultural theory. Biweekly seminar papers and a final research paper will be required. *Prerequisite*: one

course in Philosophy 300 level or above, or consent of instructor.

322 Kant's Moral Philosophy
4; not offered 2010-11

This course explores Kant's moral theory and recent appropriations of that moral theory in contemporary neo-Kantian ethics. *Prerequisite:* Philosophy 127 or consent of instructor.

329 Wittgenstein

4, x

Clearfield

Ludwig Wittgenstein was not one but two of the most important and original philosophers of the 20th century. Throughout his life, he emphasized the importance of understanding the nature of language, through which he addressed issues including logic, epistemology, metaphysics, philosophy of mind, and ethics. But he did so in two radically different ways early and late in his career. In this course, we will work carefully through works from both periods, supplemented by relevant secondary sources.

332 Reproduction

4; not offered 2010-11

In this class, we will explore the ethical and meta-physical questions associated with reproduction. So, for example, do we have a right to have a child? If we do, is there ever a situation when we should forego acting on that right? What obligations do we have to our offspring? Do those obligations change as our offspring grows? What relationship should heterosexual sex have to reproduction? Does this relationship shape when and whether two people engage in this activity? Finally, how does reproduction impact our understanding of our genders?

337 Philosophy of Mind

x, 4

Hanrahan

A study of the nature and function of mind and consciousness and their place in the world of physical stuff. Readings will include classical as well as recent and contemporary work.

338 Special Topics: Philosophers and Philosophical Movements

4

An examination of a philosopher or philosophical movement.

338A ST: Plato's Republic

4, x

Jenkins

A close reading of Plato's *Republic*. Distribution area: humanities.

338A ST: Introduction to Kant

x, 4

Ireland

This course is intended as a sustained introduction to Kant's thinking, and will focus on such texts as the *Prolegomena to the Critique of Pure Reason* and the *Groundwork for the Metaphysics of Morals*, together with selections from Kant's three Critiques and other well-known writings (e.g., "Idea for a Universal History with a Cosmopolitan Purpose," "Perpetual Peace,"

"The Conflict of the Faculties"). Students will be required to write short bi-weekly papers and a longer final seminar paper that includes some secondary research. *Prerequisite:* Philosophy 202 or consent of instructor. Distribution area: humanities.

340 Special Topics: Philosophical Problems
4

An examination of a philosophical problem.

345 Animals and Philosophy

4; not offered 2010-11

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 address in this class. *Prerequisite:* at least one other course in a related field.

348 Environmental Thinking

4; not offered 2010-11

We will use essays and short-stories by Wendell Berry, Martin Heidegger, and Barry Lopez to understand what Thoreau meant when he wrote: "Dwell as near as possible to the channel in which your life flows."

400 Values

x, 4

Jenkins

A substantive consideration of one or more values (such as justice, happiness, or charity), based on primary sources from Western philosophy. *Prerequisite:* Philosophy 127 or consent of instructor.

408 Special Topics: Studies in American Philosophy

4

A close reading of a text from the classic American philosophical tradition.

410 Special Topics in Continental Philosophy

4

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

483, 484 Independent Study

1-4, 1-4

Staff

Study of selected philosophies or philosophic problems. *Prerequisite:* consent of and arrangement with instructor.

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.

Physics

Chair: Kurt R. Hoffman

Mark Beck (*on Sabbatical, 2010-11*)

Douglas H. Juers

Frederick G. Moore

Sarah Nichols

Jay Tasson

Physics courses deal mainly with the laws governing fundamental natural phenomena and the applications of those laws. The major study program can provide a sound basis for students going on to graduate work in physics or engineering and for those planning to teach physics or seeking a background in physics for work in other fields.

A student who enters Whitman without any prior college-level preparation in physics will have to complete 49 credits to fulfill the requirements for the physics major. Courses numbered 300 and above may not be taken P-D-F. Courses completed in the physics major apply to the science and quantitative analysis (selected courses) distribution areas.

The Physics major: A minimum of 31 credits in physics including Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and two courses selected from (347, 357, or 385). Additional courses to meet credit requirements are to be taken from 300- to 480-level physics offerings, or from BBMB 324 and BBMB 334. In addition, the following mathematics courses are required: 225, 235, 236, 244, and either 300 or 367.

The Physics minor: A minimum of 18 credits in physics to include Physics 155 or 165, 156 or 166, 245, 246, 255, 256, plus two credits in any physics courses numbered from 200-480, or from BBMB 324 and BBMB 334.

The Mathematics-Physics combined major: Mathematics 225, 235, 236, 244, 300, and nine additional credits in mathematics courses numbered above 200; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480, or from BBMB 324. Senior assessment consists of the written exam in mathematics, the written exam in physics, and a combined oral exam scheduled by the physics department. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Physics-Astronomy combined major: Astronomy 177, 178, 179, 310, 320; at least two credits in any of the following: 330, 340, 350, 380, 391, 392 or 490; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480 or BBMB 324; Mathematics 225, 235, 236, and 244. Additional physics courses, Mathematics 167, 300, 367, and 368 are strongly recommended. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Geology-Physics combined major: Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480, or BBMB 324; either Geology 110, 120, or 210; and 227, 343, 310, 346, 350, 420, 470 and a minimum of one credit in 358; Mathematics 225, 235, 236, and 244; Chemistry 125.

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

Program Planning

A typical program of the required physics courses and mathematics requirements for students taking a physics major with no advanced placement in calculus is as follows:

First year: Physics 155 or 165, Mathematics 125 (seven credits); Physics 156 or 166, Mathematics 126 (seven credits).

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

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

Fourth year: Physics 385.

Note that additional physics courses must be taken during the third and fourth years to meet the minimum credit requirement. Every effort will be made to offer courses required for the major and combined majors every year. Upper-level electives will typically be offered in alternate years. Students seriously considering graduate studies in physics or a physics-related field are encouraged to consult with their major adviser to design a course of study that will be best suited to their goals.

Among other electives for the physics major, Mathematics 167 is highly recommended. A year of chemistry also is recommended. Chemistry 345, Mathematics 338, 368, or 467 can be especially useful for physicists.

In the final semester of the senior year the student

must pass a senior assessment consisting of a written exam and a one-hour oral exam.

101, 102 Special Topics

3

Course designed for nonscience majors to explore some basic concepts of physics and their applications through readings, discussion, problem-solving, and occasional laboratory activities. Possible course titles include: *How Things Work*, *Light and Color*, and *Physical Science*. The topic for each course will be designated prior to registration for the semester in which the course will be taught. Students with AP or IB credit for physics at Whitman or who have received credit for Whitman's Physics 155 or higher cannot receive credit for Physics 101 or 102.

101A Physics for Future Presidents

3, x

Nichols

This course will explore a range of physical principles necessary to understand contemporary science and technology issues. The concepts to be explored include: energy and power, nuclear reactions and radiation, climate change, optics, quantum physics, and relativity. While utilizing concepts of modern physics, the focus will be on addressing real world problems using basic facts and simple mathematical reasoning. Potential topics for the course include alternative energy sources, satellite imaging, nuclear proliferation, and cell phone technology. Text: *Physics and Technology for Future Presidents* by Richard A. Muller. Distribution area: science.

103 Sound and Music

3, x

Staff

Investigating the nature of sound. Topics include vibrations, waves, sound production, sound synthesis, and hearing. Primary emphasis on the study of sound as it relates to music. Intended for nonscience majors including students with little background in mathematics. A typical text is: Backus, *The Acoustical Foundations of Music*.

105 Energy and the Environment

3; not offered 2010-11

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 vs. oil) will be addressed as well as environmental issues ranging from global warming to the disposal of radioactive waste. This course assumes a basic familiarity with algebra.

115, 116 Contemporary Issues in Physics

1, 1

Staff

This course serves as an introduction to contemporary issues and topics in physics. Through readings and discussions students will explore the activities of

modern-day physicists. Although this course is intended for students planning to continue toward a physics or physics-related major, it is an excellent course for students wanting a better understanding of what physics is "all about" and how it is done, as a profession, at the beginning of the 21st century. *Corequisite:* (For *Physics 115*) Physics 155 or 165. (For *Physics 116*) Physics 156 or 166; or consent of instructor. Physics 115 and 116 each may be taken once for a total of two credits. No examinations. Graded credit/no credit only. Does not fulfill science or quantitative analysis distribution.

135, 136 Introductory Physics Laboratory

1, 1

Hoffman

A series of experiments to illustrate experimental methods, basic measuring techniques and equipment and important phenomena. Offered to facilitate awarding of AP credit on the AP Physics C exam and to offer an introductory laboratory experience for students who have taken introductory physics without a laboratory at another institution. No examinations. Graded credit/no credit only. *Prerequisite:* consent of instructor. *Lab fee:* maximum \$40.

155 General Physics I

4, x

Staff

This course focuses on classical mechanics: kinematics, Newtonian mechanics, energy and momentum conservation, and waves. Students enrolling in this course also will be required to enroll in an associated laboratory course (Physics 155L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Pre- or corequisite:* Mathematics 125.

156 General Physics II

x, 4

Staff

This course is a continuation of the course Physics 155. Topics studied include electricity and magnetism, circuits, optics, plus brief introductions to more contemporary topics such as special relativity or quantum physics. Students enrolling in Physics 156 also will be required to enroll in an associated laboratory course (Physics 156L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisite:* Physics 155 or 165. *Pre- or corequisite:* Mathematics 126. *Lab fee:* maximum \$40.

165 Advanced General Physics I

4, x

Moore

This course focuses on classical mechanics: kinematics, Newtonian mechanics, energy and momentum conservation, and waves. The course covers material similar to that in Physics 155, but at a more advanced level and with more use of calculus. Students enrolling in this course also will be required to enroll in an associated laboratory course (Physics 155L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations.

Prerequisite: Mathematics 125 and high school physics. *Pre- or corequisite:* Mathematics 126. *Lab fee:* maximum \$40.

166 Advanced General Physics II **x, 4** **Moore**

This course is a continuation of the course Physics 165. Topics studied include electricity and magnetism, circuits, optics, fluids, plus brief introductions to more contemporary topics such as special relativity or quantum physics. The course covers material similar to that in Physics 156, but at a more advanced level and with more use of calculus. Students enrolling in this course also will be required to enroll in an associated laboratory course (Physics 156L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisite:* Physics 155 or 165; Mathematics 126. *Pre- or corequisite:* Mathematics 225. *Lab fee:* maximum \$40.

245 Twentieth Century Physics I **3, x** **Staff**

Topics include thermodynamics, special relativity, nuclear decay and radiation, wave nature of particles, introduction to the Schrodinger Equation: infinite well. Mathematical methods relevant to these areas of inquiry will be discussed: probability theory, differential equations. *Prerequisites:* Physics 156 or 166; Mathematics 126. *Corequisite:* Mathematics 225.

246 Waves, Electronics, and Quantum Mechanics **x, 3** **Staff**

The course will explore electronic circuit theory and wave mechanics with a focus on the mathematical methods for solving differential equations. Specific content addressed includes coupled oscillators, damped-driven oscillators, fourier analysis, linear circuit theory, resonance circuits. Specific applications of the results to be explored include atomic, molecular, and particle physics; op-amps and digital circuits. *Prerequisites:* Physics 245 and Mathematics 225. *Corequisite:* Mathematics 244.

255 Twentieth Century Physics Laboratory **1, x** **Staff**

Experimental investigations of a variety of phenomena relating to the Physics 245 course. Experimental topics studied include: thermodynamics, nuclear decay and radiation, photoelectric effect and standing waves. Emphasis on experimental technique, problem-solving, data analysis, and scientific writing. No examinations. One three-hour laboratory per week. *Pre- or corequisites:* Physics 245, 246.

256 Electronics and Waves Laboratory **1, x** **Staff**

Experimental investigations of a variety of phenomena relating to the Physics 246 course. The focus of the laboratory will be two-fold. Students will construct and analyze electronic filter and resonance circuits. In addition, students will explore wave

phenomena related to coupled oscillators, driven oscillators, and scattering theory. The emphasis will be on experimental technique, problem solving, data analysis, and scientific writing. No examinations. One three-hour laboratory per week. *Prerequisite:* Physics 255. *Corequisite:* Physics 246.

318 Computational Physics **3; not offered 2010-11**

Methods of solution of physics problems using computational techniques. Problems taken from classical mechanics, electricity and magnetism, quantum mechanics, and thermal physics. Methods include computer modeling, graphical techniques, and simulation. Numerical techniques include those of iteration, relaxation, and the Monte Carlo method. Emphasis on the physical content of solutions and on analyses of their reliability. Lectures, problems, student presentations, and a special project. *Prerequisites:* Physics 246, some computer programming experience is highly desirable.

325 Electricity and Magnetism **3, x** **Staff**

Electrostatics, electric and magnetic properties of materials, electromagnetic theory. Maxwell's equations, electromagnetic waves, boundary value problems. Includes mathematical methods of wide use in physics. Lectures and problems. *Prerequisites:* Physics 246 and Mathematics 244.

326 Electricity and Magnetism **3; not offered 2010-11**

Electrostatics, electric and magnetic properties of materials, electromagnetic theory. Maxwell's equations, electromagnetic waves, boundary value problems. Includes mathematical methods of wide use in physics. Lectures and problems. *Prerequisites:* Physics 246 and Mathematics 244.

335, 336 Advanced Laboratory **2, 2** **Moore**

Linear circuits, including transistors and other solid state devices, techniques of electrical measurement, and application of electrical measurement techniques in experiments in modern physics, including study of semiconductor properties. One lecture and one three-hour laboratory per week. *Prerequisite:* Physics 256.

339 Advanced Laboratory **3; not offered 2010-11**

Experimental investigations of sophisticated analog and digital circuitry and the fundamental physics underpinning their operation. Students will employ programming tools to automate and enhance aspects of experimental techniques and subsequent analysis of data. Students will design and implement extensions to experiments in classical and modern physics with an emphasis on laboratory technique, technical and scientific writing, and analysis. The course will be a combination of lecture and laboratory activities meeting two days a week. *Prerequisite:* Physics 256.

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. Three lectures per week. *Prerequisite:* Physics 246.

348 Modern Optics**3; not offered 2010-11**

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. Three lectures per week. *Prerequisite:* Physics 156 or 166.

357 Thermal Physics**3, x****Tasson**

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****Staff**

This course begins with the quantum description of some two-dimensional systems (photon polarization and spin-1/2 particles) using the formalism of matrix mechanics. The course then moves on to cover two-particle systems, time evolution, and continuous systems (e.g., the harmonic oscillator). Three hours of lecture each week, and three hours of laboratory every other week. Laboratories include single photon interference, and tests of local realism (e.g., Bell inequalities). *Prerequisites:* Physics 246, 256 and Mathematics 244; Mathematics 300 or 367 are recommended.

386 Quantum Mechanics II**3; not offered 2010-11**

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.

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.

452A ST: General Relativity**x, 3****Tasson**

Einstein's General Relativity (GR) provides a remarkable description of Gravitation, one of the four

forces of nature. Starting from special relativity and Newtonian gravity, GR will be developed. Aspects of the historical development, key experimental results, and some, perhaps unexpected, spacetime phenomena will be addressed along the way. After developing the basic results, applications such as black holes and gravitational waves will be considered. The course will consist of lecture, problems, reading, and a field to trip the LIGO gravitational wave detector. *Prerequisite:* Physics 245. Distribution area: science.

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. *Prerequisite:* consent of instructor.

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

Chair: Aaron Bobrow-Strain

Paul Apostolidis

Susanne Beechey (*on Sabbatical, Fall 2010*)

Shampa Biswas (*on Sabbatical, 2010-11*)

Philip D. Brick

(*Semester in the West, Fall 2010;*
on Sabbatical, Spring 2011)

Ashley Esarey

Timothy Kaufman-Osborn

Kristy King

Bruce Magnusson

Jeannie Morefield

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 36 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 36 departmental credits, distributed as follows:

(a) At least 12 credits of 300- and 400-level courses, exclusive of the required senior seminar, and exclusive of the senior thesis or honors thesis,

(b) Successful completion of the department's senior seminar (four credits),

(c) Successful composition of a senior thesis or honors thesis; a grade of C- or better is required for the thesis (four credits).

The program for the major is to be planned by the student and his or her adviser so as to ensure adequate breadth in the courses taken. No more than eight credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses may be used to satisfy major requirements. Of these eight credits, no more than four may count toward 300- and 400-level courses. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the major.

Minor requirements: A minimum of 20 credits of departmental offerings. These must include eight credits in courses 300-level and above, and must include courses taught by at least two different members of the department. No more than four credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses may be used to satisfy minor requirements. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the minor.

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

Interdepartmental programs: The politics department also participates in various interdepartmental major study programs. For additional information, consult the department's home page at: www.whitman.edu/Politics.

109 Introduction to U.S. Politics and Policymaking 4; not offered 2010-11

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

U.S. politics and policymaking. We will make visible the multiple sites of policy formation in the United States as we move away from speaking of "the government" in the singular. Through a series of contemporary policy case studies we will explore the many openings to influence policymaking and discover the myriad ways that good ideas can die. Throughout the course we will view U.S. politics and policymaking with a critical eye toward the impacts of gender, race, class, sexuality, and other systems of power and difference.

119 Whitman in the Global Food System 4; not offered 2010-11

This course uses food as a window through which to examine the study of politics and its connections to our everyday lives. Topics range from the geopolitics of food aid and trade to the gendered politics of export agriculture in the Third World, from the political ecology of obesity in the United States to the causes of famine in Africa. The course is designed to get students out of the classroom and into the larger community. To this end, along with standard seminar readings, discussions, and occasional lecture, the course includes short field trips and small group projects in which students trace connections between food on campus and larger global processes.

121 Introduction to Ancient and Medieval Political Theory

4, x King

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

122 Introduction to Modern European Political Theory

x, 4 Morefield

This course introduces students to the history of European political theory from the 16th through the 19th centuries, focusing particularly on the origins and development of liberalism. Themes covered in this class may include: How did political theorists make sense of the developing nation state? How have modern political theorists conceived of the concepts of "justice," "freedom," and "equality"? What role did the growing dominance of capitalism play in altering political conceptions of the individual? How have Marxist and anarchist thinkers critiqued the language of liberalism? Authors to be considered may include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, and Marx. Politics 121 is not a prerequisite for Politics 122.

124 Introduction to Politics and the Environment

4; not offered 2010-11

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: Esarey; Spring: Magnusson

This course is designed as an introduction to the study of contemporary international politics. The course will explore contending approaches to the study of international politics, including political realism, political idealism and liberalism, feminism, political economy, and constructivism. We will discuss how these different approaches can help us understand major current issues, including war and peace, weapons proliferation, the environment, globalization, and human rights.

179 International Political Economy

4; not offered 2010-11

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

1-4

An introductory course designed to familiarize students with basic concepts and problems in the study of politics. When offered, courses will focus on a different topic or area, and will generally include lectures and discussion. Any current offerings follow.

200 ST: Introduction to Legal Theory

4, x Knowles

This course introduces students to omnipresent questions about the nature of law, and the ways in which legal philosophers have answered these questions about law’s content and boundaries. The readings will focus on using legal theories to analyze contemporary issues (such as detaining “enemy combatants”; gun rights; and affirmative action). The course will lead up to an interactive “dialogue” in which the students will debate (both in class and in a written assignment) possible ways to create a new legal structure in a hypothetical land where the residents sharply question the spread of “American values” in a post-9/11 world. Distribution area: social sciences.

200 ST: Media and Politics

x, 4

Esarey

This course examines the relationship between the media and the empowerment of citizens, politicians, political parties, and social movements around the world. How do mass media influence public opinion and, thereby, affect political outcomes? How do authoritarian regimes utilize media to shape the public’s views and strengthen state legitimacy? Under what conditions does media freedom facilitate (or hinder) democracy? How has the Internet, and particularly blogs, led to changing patterns of political communication and contestation? Distribution area: social sciences, alternative voices.

201 ST: The Politics of Film: James Bond

x, 4

Knowles

Political power relationships between individuals and forms of authority receive powerful cinematic portrayals in the James Bond films. These movies — and the novels that they are based upon — offer opportunities for analysis of policy galore; explorations of the political and legal ramifications of a “license to kill”; studies of the SPECTRE of peace, war, and technology; and discussions of the moral problems associated with the objectification and stereotyping of minorities. We will critically analyze the ability of the Bond films and novels to convey the different aspects of these relationships. Distribution area: social sciences.

219 Law and American Society

4; not offered 2010-11

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

x, 4

Apostolidis

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.

228 Political Ecology

4, x

Bobrow-Strain

This course introduces students to the interdisciplinary field of “political ecology,” a framework for thinking about environmental politics that combines

insights from geography, anthropology, history, political economy, and ecology. Through the lens of case studies from around the world, the course critically examines the origins and key contributions of political ecology, with a focus on three themes: 1) Nature-society relations, or the challenges of weaving history, economy, and power into the study of the environment (and vice versa); 2) The politics of resource access and control in diverse settings from Amazonian forests to biotech laboratories; 3) The (dis)connections between environmental movements and social justice struggles.

232 The Politics of Globalization 4; not offered 2010-11

This course introduces students to some of the major scholarly works and central debates about globalization. The course will critically examine some of the competing perspectives on the historical origins of globalization, the shape and intensity of its many dynamics (economic, political and cultural), its inevitability and desirability, and its impacts on different communities around the world. Some of the central themes covered will include the future of the nation-state, the salience of various transnational actors, changing patterns of capital and labor mobility, rising levels of environmental degradation and new kinds of cultural configurations.

242 The Politics of Development in Latin America 4; not offered 2010-11

This course provides a broad introduction to critical themes in contemporary Latin American development. It begins with a survey of the political economy of Latin America from colonialism through 21st century neoliberal globalization. The bulk of the course then focuses on the present. Centered on the question of how market-society relations are being contested and reworked in contemporary Latin America, it looks closely at topics such as the drug trade, immigration, the WTO FTAA, indigenous uprisings, rapid urbanization, and maquiladora-style industrialization. Finally, it compares three national cases in which popular discontent with neoliberal development has produced dramatic political shifts (Bolivia, Venezuela, and Brazil).

247 American Foreign Policy 4; not offered 2010-11

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.

254 Gender and Race in Law and Policy x, 4 Beechey

This course offers an introductory survey of the ways in which gender and race have been constructed

in and through law and policy in the United States. We will uncover the legacy of racism and sexism in U.S. law and policy, and explore the potential as well as the limitations of using law and policy as tools for social and political change. Readings will draw from feminist and critical race theories to critically examine historic and contemporary debates in law and policy surrounding issues such as: employment, education, families, and violence.

255 Politics and Religion 4; not offered 2010-11

This course introduces students to crucial problems concerning the relation between politics and religion. Our approach is historical and critical, focusing on the modern world and examining the philosophical arguments found in primary texts. While we mainly study texts written in the United States, we also consider perspectives drawn from Europe, Latin America, and the Middle East. Key questions include: What obligations for public officials and citizens does the principle of religious toleration entail, and why should this principle be embraced or rejected? How has religion historically supported class, gender, and racial domination, and how have activists for social justice looked to religion to justify their struggles? How does Islam provide critical distance on both the modern conditions that Christian political movements have criticized and the Christian orientation of these critiques? Are the political methods and values of the contemporary Christian right consistent with U.S. liberal democracy or subversive of it?

258 Politics in Africa 4; not offered 2010-11

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.

259 Politics of Race, Ethnicity and Religion 4; not offered 2010-11

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.

283 Development in Theory and History 4; not offered 2010-11

In recent years the concept of development has come under sustained attack from both the left and the right. Neoliberal critics and influential policy-makers on the right assert the superiority of market forces over planned intervention while postmodern critics on the left roundly condemn development as a project of domination imposed on Africa, Latin America, and Asia by the West. Is development dead? This course situates contemporary critiques within the historical context of ongoing struggles over the meanings of development. It traces the multiple trajectories of development theory from their origins in European colonialism through contemporary debates over neoliberalism and globalization. Topics include development economics, Bretton Woods and its institutional legacies (the IMF, World Bank, and WTO), structuralism, dependency theory, "sustainability" and environmentalism, neoliberalism, national security, and 21st century globalization.

287 Natural Resource Policy and Management 4; not offered 2010-11

This course introduces the student to basic problems in natural resource policymaking in the American West. We will focus on the legal, administrative, and political dimensions of various natural resource management problems, including forests, public rangelands, national parks, biodiversity, energy, water, and recreation. We also will explore the role of environmental ideas and nongovernmental organizations, and we will review a variety of conservation strategies, including land trusts, various incentive-based approaches, and collaborative conservation. A field trip may be required.

307 Political Theory and the Body Politic 4; not offered 2010-11

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 122 or consent of instructor.

308 Liberalism and Its Discontents 4; not offered 2010-11

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 122 or consent of instructor.

309 Environment and Politics in the American West

4, x Brick

This course explores the political landscape of the American West, focusing on natural resource policy and management on public lands. Topics include forest, mineral, range, grassland, water, and energy policy with an emphasis on the local impacts of climate change. Required of, and open only to, students accepted to Semester in the West.

311 Deservingness in U.S. Social Policy 4; not offered 2010-11

Why are some beneficiaries of social policy coded as deserving assistance from the government while others are marked as undeserving? What impacts do these notions of deservingness have on social policies and the politics which surround them? What are the consequences for the material realities of individual lives? How do gender, race, class, and citizenship status work together to construct and maintain distinctions of deservingness? This course engages with these and other questions through historic and contemporary debates in U.S. social policies such as welfare, Social Security, and disability benefits.

314 The Christian Right in the United States 4; not offered 2010-11

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.

318 Community-Based Research as Democratic Practice 4; not offered 2010-11

Students in this course design and carry out an original program of empirical research on a social or political problem affecting the local community, the state, or the region. This research is “community-based”: students perform it in partnership with professionals from organizations outside the college. The research contributes something tangibly useful to these organizations. It also enables students to develop new independent research skills (e.g., how to conduct interviews; how to refine research questions based on prior scholarship). Finally, the course prepares students to bring their research to policy makers, organization leaders, the media, and the public at large through an agenda of public communication activities. In all these ways, the research provides a concrete experience in the practices of democracy. Past projects have emphasized improving political and social conditions for racial minorities, women, and workers. May be elected as Sociology 318.

319 Public Communication about Community-Based Research 4; not offered 2010-11

This course enables students who have completed community-based research projects in politics or sociology to develop their skills in public communication about their research. It also challenges them to think critically about the dilemmas regarding power and democracy that arise when policy investigators seek to make specialized research accessible to general audiences, non-English-speaking communities, professional policymakers, organizational leaders, and media representatives. Students carry out an extensive agenda of public outreach activities, “translating” their work into a variety of formats including comments and images for local public meetings, talking points for media interviews, remarks to state legislators, and text and visuals for online media. They engage in these activities in continuing consultation with the partners for their original community-based research projects. *Prerequisites:* Politics/Sociology 318, or Politics 458 (Fall 2008), or Politics/Sociology 402A (Spring 2008). May be elected as Sociology 319.

325 Queer Politics and Policy x, 4

Beechey

This seminar traces the development and impacts of Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) politics in the United States from pre-Stonewall through ACT-UP and the Lesbian Avengers to the HRC, Log Cabin Republicans and contemporary transgender activism, with attention to the impacts of race and ethnicity, gender identity and expression, sex, class, and age on LGBTQ organizing. We will explore contemporary policy debates surrounding: civil unions, domestic partnership and marriage; citizenship; families and children; nondiscrimination in employment and schooling; the military; health; and hate crime, among others.

328 Contemporary Feminist Theories 4; not offered 2010-11

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.

329 Theories of Empire 4, x

Morefield

This class examines some of the most influential and important political writings on empire from the late 18th century to the present. We will focus on the arguments of pro-imperial authors (e.g. James Mill), anti-imperial authors (e.g. Edmund Burke), and contemporary postcolonial and political theorists interested in troubling both the historical legacy and continuing presence of empire today (e.g. Edward Said). The class will consider a variety of general themes including: colonial ambiguity, the problem of sovereignty, cosmopolitanism, the status of women in the colony and postcolony, the invention of race and the persistence of hybridity, the relationship between capitalism and empire, the tension between liberal equality and colonial hierarchy, the role of history in the colonial imagination, the colonial and postcolonial search for authenticity, postimperial futures, and migration, forced migration, and exile. There are no prerequisites for this class but students are strongly encouraged to have taken or take in addition to this class Politics 122.

331 The Politics of International Hierarchy 4; not offered 2010-11

This course examines the ways in which the international social-political system is hierarchical. The course looks at how such relations of hierarchy have been historically produced and continue to be sustained through a variety of mechanisms. The first part of the course focuses on the period of classical colonialism, examining the racial and gendered constructions of

imperial power. The second part of the course turns to more contemporary North-South relations, studying the discourses and practices of development and human rights and critically examining the resuscitation of the project of empire in recent U.S. foreign policy practices.

334 The U.S.-Mexico Border: Immigration, Development, and Globalization
4; not offered 2010-11

This course examines one of the most politically-charged and complex sites in the Western hemisphere: the 2,000-mile U.S.-Mexico border. The borderlands are a zone of cultural mixings, profound economic contrasts, and powerful political tensions. In recent years, the border has emerged as a key site in debates over U.S. immigration policy, national security, the drug war, Third World development, social justice in Third World export factories, and transnational environmental problems. This course examines these issues as they play out along the sharp line running from east Texas to Imperial Beach, as well as in other sites from the coffee plantations of Chiapas to the onion fields of Walla Walla. These concrete cases, in turn, illuminate political theories of the nation-state, citizenship, and transnationalism. Students are encouraged, but not required, to take this course in conjunction with the U.S.-Mexico border trip usually offered at the end of spring semester.

335 Globalization and the Cultural Politics of Development in Latin America
4; not offered 2010-11

This course examines the diverse ways in which class, race, and gender identities are being reworked in the context of contemporary globalization in Latin America. Using a series of recent ethnographies, it explores issues such as the construction of gender in sites such as maquiladora factories and the Caribbean sex-tourism industry, the making of transnational identities through migration, racial politics and indigenous movements in Mexico, Brazil, and Ecuador, and the recent growth of leftist political movements throughout the region (e.g., Venezuela and Bolivia). *Prerequisites:* Previous coursework on Latin America in any discipline.

338 North-South Relations
4; not offered 2010-11

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.

339 Nature, Culture, Politics
4; not offered 2010-11

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 2010-11

An exploration of major themes and issues in contemporary international political theory, including the nature of the international system and international society, topics in international political economy, the emerging role of international organizations, the role of ethics in international politics, and recent feminist, critical and postmodern international theory. *Prerequisites:* Politics 147 or consent of instructor.

348 International Politics of Ethnic Conflict
4; not offered 2010-11

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.

349 Background of African American Protest Rhetoric

x, 4

Withycombe

Students examine the conflicting strategies of assimilation, separation, and revolution, and the rhetoric of the civil rights movement used to promote and attack these strategies. Various stages of the social movement will be examined, with a primary focus on the nature of public argument about blacks in America beginning with the arrival of the first Africans in the early 17th century and ending with the era of vigorous African American protest in about 1965. May be elected as Rhetoric and Film Studies 340. This course may not satisfy both politics and rhetoric and film studies major requirements.

352 Political Campaign Rhetoric
4; not offered 2010-11

This course focuses on communication used in political campaigns, particularly the Presidential and to

a lesser degree Senate and House races as well as ballot initiatives in the current election year. The course examines the recent history of campaigns, the importance of character and public policy, advertisements, speeches, media coverage, debates, new technologies, demographics, and after the election, implications of the results. May be elected as Rhetoric and Film Studies 352.

359 Gender and International Hierarchy 4; not offered 2010-11

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.

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 200 years. It begins with classical political economy, closely reading the works of Ricardo, Smith, and Marx. It then traces the lineages of classical political economy through the works of theorists such as Weber, Lenin, Schumpeter, Gramsci, Keynes, and Polanyi. The course ends with an examination of theorists who critique Eurocentric political economy by approaching the dynamics and experiences of capitalism from Europe's former colonies. Topics addressed in the course include debates about imperialism, the state, class struggle, development, and globalization.

365 Political Economy of Care/Work 4; not offered 2010-11

Whether labeled work/family balance, the second shift, or the care gap, tensions between care and work present important challenges for individuals, families and states. This seminar interrogates the gendered implications of the political and economic distinction between care and work. How do public policies and employment practices construct a false choice between work and care? What role should the state play in the provision of care for children, the sick, the disabled and the elderly? How does the invisibility of carework contribute to the wage gap in the United States and the feminization of poverty globally? Course readings will draw from the literatures on political economy, feminist economics and social policy.

367 African Political Thought 4; not offered 2010-11

This course will explore themes in African politics such as colonialism, nationalism, development, authenticity, gender, violence, and justice, through the ideas of some of Africa's most notable political thinkers of the past half-century, including Fanon, Nkrumah, Senghor, Nyerere, Mandela, and Tutu. The course also will consider the work of contemporary critics of the postcolonial African state. These may include writers, artists, and activists such as Ngũgĩ wa Thiong'o, Chinua Achebe, Wangari Maathai, Ken Saro-Wiwa, and Wambui Otieno.

369 Food, Agriculture, and Society 4; not offered 2010-11

Why does the food system work the way it does, and how can it be changed? This advanced reading seminar draws together classic texts from political theory, geography, literature, sociology, anthropology, history, political economy, and agroecology to explore the workings of the global food system. It builds on Politics 119, but previous completion of this course is not required. May be elected as Environmental Studies 369.

378 Transnationalism 4; not offered 2010-11

This seminar examines the increasingly important political arena outside the exclusive control of the international system of states. Topics include transnational ideas and norms (neoliberalism, human rights), economic globalization, human migration, communications (global media and the Internet) and security issues (criminal networks and arms proliferation). The focus will be on how transnational processes work and how they affect both the structure of the international system and internal politics.

379 Freedom of Speech and the First Amendment

4, x Withycombe

Arguments over the "appropriate boundaries" of freedom of speech are among the most interesting and hotly debated issues addressed by the legal system. In this course, the evolution of current legal standards on freedom of speech will be traced from the earliest statements on free speech in ancient Athens, through British Common Law to Colonial America, and finally to a wide range of cases that made their way to the U.S. Supreme Court. Issues such as privacy, obscenity, "fighting words," and commercial speech will be discussed, along with considerable discussion dealing with special issues of free speech such as free speech and fair trials, prior restraint, and free speech in prisons, schools, the military, and the marketplace. This course may not satisfy both politics and rhetoric and film studies major requirements. May be elected as Rhetoric and Film Studies 350.

380 Argument in the Law and Politics 4; not offered 2010-11

This course emphasizes the study and practice of argument in the law and politics and involves three critical aspects. First, students engage in and evaluate legal argument in important court cases. Second, students participate in and evaluate political campaign and public policymaking processes. Third, students are exposed to argumentation theory as a way of interpreting the arguments they construct and evaluate. The goal of the course is to enhance the understanding and appreciation of the use of argument. This course may not satisfy both politics and rhetoric and film studies major requirements. May be elected as Rhetoric and Film Studies 351.

387 Sustainability 4; not offered 2010-11

In this discussion and research seminar we will explore both critical and practical approaches to the concept of sustainability. What is being sustained, why, and for whom? Students will engage in individual and collaborative research on topics associated with sustainability, including energy, climate, development, water, design, agriculture, and natural resources. Our objective will be to link our critical discussions with our empirical research, resulting in a more nuanced understanding of sustainability and the wide range of environmental claims made in its name. May be elected as Environmental Studies 387.

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.

400 ST: Contemporary Chinese Politics 4, x Esarey

This seminar examines Chinese politics from the fall of the Qing dynasty to the age of the Internet. We evaluate the emergence of socialism and the ruling Chinese Communist Party's decision to embrace market economics. The course considers state strategies for addressing the challenges of environmental protection, income inequality, migrant worker rights, rule of law, and democracy. Readings range from essays by Mao Zedong to recent works in political science and economics on the transformation of state and society under Communist Party rule. Distribution area: social sciences, alternative voices.

401 ST: Chinese Foreign Policy x, 4 Esarey

This course explores the effect of China's rising power on foreign relations with its neighbors in Asia, and with the United States. Will China's rise lead to war, as the emergence of new great powers has in the

past? Might Chinese nationalism generate strife with Japan in an effort to redress historical wrongs? Could Taiwan's emerging national identity provoke military conflict with the People's Republic? Or, will Chinese economic dynamism and "soft power" contribute to peace in the Asian region? Drawing upon international relations theory, policy documents, film, and historical accounts, we evaluate Chinese perspectives toward foreign relations since 1949. Distribution area: social sciences, alternative voices.

402 ST: American Constitutional Law 4, x Knowles

The U.S. Constitution establishes the framework and principles for a government of limited powers, and the U.S. Supreme Court interprets these limitations by applying the Constitution to the issues raised in different legal cases. This seminar will lead students through a series of decisions addressing the scope of the powers granted to the government. We will consider the methods of legal reasoning used, the stories told, historical patterns, and the political implications of decisions. Most of the readings will be Court opinions, including the materials for one case currently pending before the Court. Distribution area: social sciences.

402 ST: Democracy in Asia x, 4 Esarey

This seminar surveys the emergence of democracy in the Asia. Organized thematically, the course considers the effect of culture, geopolitics, economic development, and globalization on democratic institutions in the world's most dynamic region. Readings include democratic theory and recent scholarship about the politics of Japan, India, Taiwan, South Korea, Thailand, the Philippines, Hong Kong, and China. As a related consideration, the seminar studies the resilience of authoritarian regimes. Distribution area: social sciences, alternative voices.

403 ST: American Civil Liberties x, 4 Knowles

This seminar will explore the series of decisions that the U.S. Supreme Court has reached in cases addressing several different areas of the law dealing with individual liberty. We will consider the methods of legal reasoning used, the patterns that have occurred over time, and the implications of decisions that the Court has reached in cases addressing (a) the power of eminent domain; (b) non-economic individual liberty (for example, abortion and sexual relations); and (c) capital punishment. Most of the readings will be Court opinions, including the materials for one case currently pending before the Court. 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**Bobrow-Strain, King,
Magnusson, Morefield**

This team-taught seminar will meet one evening a week throughout the semester. Its purpose is to engage senior majors in sustained discussion of contemporary political issues. Requirements include attendance at all seminar meetings; extensive participation in discussion; and the completion of several papers, one being a proposal for a senior thesis or honor thesis. Required of, and open only to, senior politics majors. (Fall degree candidates should plan to take this seminar at the latest possible opportunity.)

497 Senior Thesis
3-4, 3-4**Staff**

During their final semester at Whitman, majors will satisfactorily complete the senior thesis launched the previous semester. Over the course of the semester, students submit sections of their thesis for discussion and review with their readers on a regular basis and defend the final 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. Politics majors register for four credits of Politics 497. Politics/environmental studies majors should register for three credits of Politics 497 and one credit of Environmental Studies 488, for a total of four credits. *Prerequisites:* Required of, and open only to, senior majors not taking Politics 498.

498 Honors Thesis
3-4, 3-4**Staff**

During their final semester at Whitman, senior honors candidates will satisfactorily complete the senior honors thesis launched the prior semester. Over the course of the semester, students submit sections of their thesis for discussion and review with their readers on a regular basis, and defend the final thesis orally before two faculty members. Required of and limited to senior honors candidates in politics. Politics majors register for four credits of Politics 498. Politics/Environmental Studies majors should register for three credits of Politics 498 and one credit of Environmental Studies 488, for a total of four credits. *Prerequisites:* admission to honors candidacy and consent of the department chair.

Psychology

Chair, Fall 2010: Matthew W. Prull*Chair, Spring 2011:* Walter T. Herbranson*(on Sabbatical, Fall 2010)*

Pavel Blagov

Melissa Clearfield

Richard N. Jacks

S. Brooke Vick *(on Sabbatical, Spring 2011)*

Deborah Wiese

Psychology courses emphasize the observational and theoretical analysis of the behavior of organisms.

A student who enters Whitman without any prior college-level preparation in psychology will complete 36 credits to fulfill the requirements for the psychology major. Courses completed in the psychology major apply to the social science distribution area and select courses in the psychology major additionally apply to the science, alternative voices and quantitative analysis distribution areas.

The courses listed below are designated for distribution credits in the following categories:

Science: 360.**Quantitative Analysis:** 210.**Alternative Voices:** 239, 335, 336.

The Psychology major: Psychology 110, 210, 210L, 420, 495; 496 or 498; one research methods course (307, 319, 329, 368 or other courses approved by the department); and other courses selected with the approval of the major adviser, including at least one at the 300 level and one at the 200 level, to make a total of 36 credits; three credits in philosophy (excluding Philosophy 109), three credits in sociology (excluding Sociology 230) or anthropology, and three credits in biology. Students must complete Psychology 210, 210L and one research methods course by the end of their junior year. The senior assessment consists of a thesis paper, a one-hour oral defense of the senior thesis, and satisfactory performance on the MFT.

The Psychology minor: Psychology 110, 210; plus 10 additional credits for a total of 18 credits. The 10 additional credits must include at least one psychology course numbered 300 or higher that is at least three credits and excludes Psychology 407 and 408.

110 Introduction to Psychology**4, 4****Staff**

The science of psychology as intended for general and beginning students. Designed to introduce students to the technical vocabulary, methodology, and principal fields of research. Analysis of such topics as learning, development, personality, behavior pathology, emotions, and social behavior. All sections designed to introduce the student to the basic material of the introductory psychology course. Not all sections are organized and conducted the same way. Sections by Clearfield emphasize group work and projects.

207 Child and Family Therapy**x, 4****Wiese**

This course provides an introduction to child and family therapy. It covers primary theories of child and family counseling, presenting problems and diagnoses, and treatment modalities. Attention is given to critically examining theories, research, and practice in relation to cultural considerations. *Prerequisite:* Psychology 110.

210 Psychological Statistics**3, 3****Fall: Prull; Spring: Herbranson**

This course introduces students to 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. Psychology 210L also is required for the psychology major. Not available to senior psychology majors without department consent.

210L Statistics Lab**1, 1****Fall: Prull; Spring: Herbranson**

This lab is an introduction to the use of automated statistical analysis tools appropriate for large data sets. The final grade is based on completion and interpretation of weekly data analysis assignments. *Pre- or corequisites:* Psychology 210.

217 Psychology and Law**x, 3****Blagov**

This course introduces the ways in which psychological research and practice influence the legal system and, to some extent, how law influences mental health practitioners. Topics that illustrate issues related to science vs. pseudoscience, improving measurement and decision making, mental health, and human diversity will receive emphasis. The general topics may include: Investigation techniques, pretrial consulting, forensic assessment in criminal and civil cases, psychology of the trial and jury, punishment and correction, psychology of victims, discrimination, and civil rights. The specific topics may include: Psychological ethics, profiling, interrogation, lie detection, jury selection, competence to stand trial, eyewitness testimony accuracy, the insanity defense, jury decision making, mental illness and retardation of the offender, psychopathy, battered spouse syndrome, and contributions

of psychology to legal cases related to race, gender, and sexual orientation. *Prerequisite:* Psychology 110.

230 Social Psychology**4, x****Vick**

This course provides students with an introduction to the field of social psychology, defined as the study of how others influence our thoughts, feelings, and behavior, from both a psychological and sociological perspective. Drawing on theory and empirical research, and using a variety of 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, the power of situations to influence perception and behavior, and the ways in which individual and group realities are socially constructed. A laboratory weekend is required of all students. *Prerequisites:* no fewer than three credits in psychology and/or sociology, or consent of instructor.

232 Stereotyping, Prejudice, and Intergroup Relations**3; not offered 2010-11**

How and why do group-based stereotypes form? Why do they persist despite evidence of their inaccuracy? Why are we prejudiced against one another and how can we reduce these tendencies? This course will introduce students to theory and research addressing the nature of social identities (race/ethnicity, gender, religion, sexual orientation, age, etc.) and their influence on intergroup behavior from a social psychological perspective. Topics will include theoretical origins of prejudice and intergroup conflict, biases in social perception and judgment, how prejudice affects its targets, and potential means of changing stereotypes and reducing prejudice. Students will be encouraged to examine their own social identities and social relations with the goal of understanding how to successfully negotiate interactions between members of different social groups. *Prerequisites:* Psychology 110 or consent of instructor.

239 Psychology of Women and Gender**3; not offered 2010-11**

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.

240 Developmental Psychology**3, x****Clearfield**

This course uses a problem-based student-centered approach to the development of infants and children. The goals of the course are to promote critical thinking and problem-solving skills using reading, data, video, and group projects on issues in perceptual, motor,

social, and cognitive development. 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.

247, 248 Special Topics 3-4

These courses focus on topics within psychology and/or research interests of psychology faculty. These courses are generally not offered regularly. Enrollments in 200-level special topics courses can be larger than the limited-enrollment 300-level seminars, and these courses may provide broad surveys of a certain domain within psychology. These courses may be appropriate for nonpsychology majors as well as majors.

247A ST: Research Methods

4, x

Holliday

This course introduces students to fundamental ideas in psychological research. We will take both quantitative, qualitative and mixed methods perspectives on a variety of research topics in psychology. Students will develop a firm understanding on the relationship between the nature of the research question and the choice of appropriate research tools. Students will develop a project that will include a detailed literature review. *Prerequisites:* Psychology 110 and 210. Distribution area: social science.

247B ST: Educational Psychology

3, x

Holliday

This course introduces students to fundamental concepts in the field of educational psychology. Our focus will be on the possible application of central ideas in psychology to educational practice. Key concepts include theories of learning, development and instruction, cognition, motivation, culture, identity, testing/assessment and schooling. Throughout the course we will question the purpose of education and take both teacher and student perspectives on the complexity of learning in both schools and non-school settings. *Prerequisites:* Psychology 110. Distribution area: social science.

257 Peer Counseling

2; not offered 2010-11

Designed to teach verbal/nonverbal attending and communication skills through instruction, role-play, and videotaped practice. Additional topics include crisis counseling, suicide, depression, counseling minority and gay students, and ethics of the helping relationship. One hour of class and two hours of laboratory per week. A paper/project and a weekly co-counseling session required. Graded credit/no credit.

260 Abnormal Psychology

x, 4

Wiese

Provides a broad overview of psychological illness and treatment. Covers presenting issues and manifestations of major mental disorders as well as treatment options. Involves critical examination of research and

current diagnostic practice. Attention will be given to the role of gender and culture in diagnosis and treatment. *Prerequisite:* Psychology 110.

270 Personality Theories

3, x

Blagov

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 instructor.

307 Methods of Research: Psychometrics

x, 4

Blagov

This course is an introduction to psychometrics with a focus on test theory, test construction, the distinction between testing and assessment, some statistics used to evaluate the psychometric properties of tests, basic item analysis, and a conceptual overview of factor analysis. It will introduce the major types of assessment techniques and the most popular tests in the areas of intelligence, memory, personality, psychopathology, vocational interests, and others. Test fairness, culture bias, and culturally sensitive testing and assessment will be addressed. Students will work in small groups to design and evaluate a brief test or to answer a psychometric research question about an existing test. This project will require learning the ethical principles and research skills fundamental to studies with human participants (particularly correlational research). Because this course is taught at the preprofessional level, it will not address in detail the administration and interpretation of professional or protected tests; however, it will prepare students for graduate-level work in psychological assessment in counseling and clinical, educational, forensic, and industrial-organizational psychology. *Prerequisite:* Psychology 110.

309 Science of Sexual Orientation

4; not offered 2010-11

This advanced course explores critically the state of the psychological science of human homosexuality: the methods used to study it, the main findings and some of the theories that may account for them, and the gaps in our knowledge. The course emphasizes recent studies, reviews, and theories in the areas of the subjective experience, psychobiology, and developmental course of homosexuality, as well as issues related to same-sex relationships, societal attitudes, and oppression. Most class meetings will include examples from the media, from the arts, or from case studies, followed by structured discussion of assigned readings. In the beginning of the course, the instructor will model the presentation and discussion for the students. Later on, students will take responsibility for the class meetings with support from the instructor. *Prerequisite:* Psychology 110 and 210 or consent of instructor.

319 Research Methods: Poverty and Child Development

x, 4

Clearfield

This course will review psychological research on the impact of persistent poverty on infant and child development. Major areas addressed in this class will include prenatal care; early neuromotor, cognitive, emotional, and social development; academic achievement; and the outcome of these regarding adolescent and adult achievement, attachment and health. The course will emphasize the variety of research methods used to explore this topic. Assignments will focus on learning to write in APA-style. *Prerequisites:* at least six credits in psychology completed; Psychology 240 recommended but not required.

320 Seminar: Psychology of Aging 3; not offered 2010-11

This course surveys basic knowledge in the psychology of aging. Models of successful aging, social changes in late life, age-related changes in cognitive and intellectual functioning, psycho-pathology and the consequences of age-related degenerative diseases (Alzheimer's and Parkinson's diseases) are among the topics discussed. The course will likely motivate students to examine their preconceptions about older people and the aging process. *Prerequisites:* Psychology 110.

322 Theoretical Approaches to Psychotherapy

x, 4

Wiese

Covers primary theories in counseling psychology that have formed the basis for understanding clients and shaped therapeutic interventions. Critical analysis of theories based on research and applicability in multicultural contexts. Evaluation of relationship between theory and practice. In addition to class time, weekly co-counseling sessions required for guided experiential learning of interventions such as Gestalt techniques, systematic desensitization, dialectical behavior therapy, and rational emotive behavior therapy. *Prerequisites:* Psychology 110 and consent of instructor. Credit not allowed if Psychology 270 has been taken.

326 Theories of Knowledge Acquisition 4; not offered 2010-11

How do you go from being a newborn, unable to speak, walk, or even lift your own head, to who you are now, a speaking, thinking, moving adult? How does change happen, and where does knowledge come from? The central question in developmental psychology is the origins of new forms of behavior; this course will focus on the origins of human cognition. In this seminar, we will read and discuss classic and contemporary theories of development, as well as empirical data and computer models of development. Topics will include Piaget, nativism, and ecological theory, with a special emphasis on connectionism and dynamic systems theory. Our focus will be how successfully these theories address developmental change, and what developmental processes can tell us about cognition. Weekly response papers, a midterm and a

final project are required. *Prerequisites:* three courses in psychology, or consent of instructor.

329 Research Methods: Cognitive Psychology

4, x

Prull

This course examines the theories, issues, and research associated with the ways that people come to know and understand the world in which they live. Topics include pattern recognition, attention, memory, imagery, language, problem solving, decision making, and consciousness. Course meetings are twice weekly. At least two essay examinations and one research paper are required. *Prerequisites:* Psychology 110 or consent of instructor. Credit not allowed if Psychology 349 has been taken.

335 Research Methods: Cultural Psychology 4; not offered 2010-11

Psychological concepts and theories accepted in the United States have often been presented as universal. Increasingly, however, these theories have been challenged for their failure to acknowledge diversity in terms of gender, race, social class, and culture in general. This course focuses on current theories and research in cross-cultural psychology, emphasizing methodological challenges and cultural influences on psychological processes. Attention is given to potential implications for general psychology in the United States. *Prerequisite:* Psychology 110 or consent of instructor.

336 Social Stigma

3; not offered 2010-11

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. This course is conducted primarily as an advanced seminar in psychology. *Prerequisite:* Psychology 110; students who have received credit for Psychology 232 may not receive credit for this course.

339 Comparative and Evolutionary Psychology

4; not offered 2010-11

This seminar explores psychological topics across a wide variety of species, with a particular emphasis on evolution as a determinant of behavior and cognition. Course content will include modern research on animal behavior and ethology, stressing the importance of an animal's biological, ecological and social milieu. Specific topics may include dominance and social structure, foraging, mating, predation, communication, perception, conflict and cooperation. *Prerequisite:* three credits in psychology or biology.

347, 348 Special Topics Seminars 3-4

These seminars focus on specific topics within psychology and/or research interests of psychology faculty. These courses are generally not offered regularly. Individual courses may be taught only once, and course offerings are likely to change substantially from year to year. Enrollments are generally limited to 12 students per class so that class discussion opportunities are maximized.

347A ST: The Psychology of Writing x, 3 Hollivay

The course will introduce students to the field of the psychology of writing. We will read specifically how cognitive and social cognitive perspectives have studied the complex process of composing written text. Issues to be covered include the symbolic nature of writing; the nature of knowledge and meaning making, the differences between process and product; the role of personality in writing; instructional models and approaches to writing; methodology and analytical tools use in writing research; historical/developmental issues at both individual and societal levels; the differences between speaking and writing; and the influence of different writing systems on cognition. Students will be expected to do various kinds of writing activities including summaries of textbook chapters, response papers to instructor-selected articles, article reviews of student-chosen articles and a final "creativity" project where students will be free to choose among several final project options that focus on the psychology of writing. *Prerequisites:* at least six credits in psychology and consent of instructor. Distribution area: social sciences.

349 Seminar in Human Memory x, 3 Prull

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. Credit not allowed if Psychology 329 has been taken.

353 Practicum in Psychology 1-3, 1-3 Blagov and Staff

Practicum experiences allow students to integrate and apply issues they have learned in coursework. Placements vary by semester and may include school, hospital, community, or outpatient sites. Students engage in a minimum of three hours per week in off-campus placement, complete readings and assign-

ments, and meet weekly with course instructor. *Prerequisites:* Psychology 110 and consent of instructor. *Corequisites:* Psychology 356 (if taking for the first time).

356 Applied Psychology 3, x Blagov

This course focuses on the applications of psychology in community settings. Integrates theory, research, and treatment modalities to introduce the scientist practitioner model of psychology. Addresses professional issues and career possibilities in applied areas of psychology. Class sessions devoted to a discussion of the readings, exposure to basic therapeutic skills, and group supervision of practicum experiences. All students required to be concurrently enrolled in Psychology 353. *Prerequisites:* Psychology 260 or 322, and consent of instructor. *Corequisite:* Psychology 353.

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.

368 Research Methods: Intergroup Relations Lab 4; not offered 2010-11

This course will introduce students to social psychological theory and research on intergroup relations. We will review the causes and consequences of intergroup conflict, examining these behaviors as they affect members of large social categories (e.g., race, gender) with a focus on stereotyping, prejudice, and discrimination. Potential methods of stereotyping and prejudice reduction will also be examined. Emphasis will be placed on contemporary social psychological research methods used to measure social perception, group identification, and other group-based biases using empirical and experiential techniques. Includes two class meetings and one lab session per week. *Prerequisites:* six credits in psychology, Psychology 230 recommended but not required. Students who have

received credit for Psychology 232 may not receive credit for this course.

390 Psychology of Learning 4; not offered 2010-11

This course uses principles of conditioning and learning to explore how humans and animals adapt their behavior to meet changing environmental demands. Students will learn about historical and modern applications of Pavlovian and operant conditioning, and will apply those models to contemporary problems in psychology. In the associated lab, rats will be used as a model organism to demonstrate principles of learning as tools for the modification of behavior. *Prerequisites:* Psychology 110.

407, 408 Independent Study 1-3, 1-3 Staff

Independent study in an area of special interest selected by the student with direction of a staff member. *Prerequisite:* consent of instructor.

420 Contemporary and Historical Issues in Psychology 4, x Wiese

This capstone course considers perennial issues in psychology, such as nature vs. nurture, fact vs. value, positivism vs. constructivism, and the mind/body problem. The historical and contemporary forms of these issues are examined using literature from the history of psychology, as well as contemporary articles from *The American Psychologist* and the *American Psychological Association Monitor*. Goals are: 1) to provide senior psychology majors a conceptual and historical background by which to consider contemporary matters of pressing concern; 2) to assist students in their integration of psychology as a discipline; and 3) to consider the wide range of ethical issues pertinent to the study and practice of psychology. Students are asked to write several position papers and a take-home exam as well as participate in a debate. Restricted to senior psychology majors and minors; others by consent only. Required of all senior psychology majors.

495 Thesis 3, x Staff

First semester of a yearlong thesis project, including weekly meetings with class, with adviser, and several drafts of a well-documented proposal due throughout the semester.

496 Thesis x, 3 Staff

Second semester of a yearlong thesis project. Weekly meetings with class, with adviser, an oral presentation on the thesis project, and a polished final draft submitted before April 1.

498 Honors Thesis x, 3 Staff

Second semester of a yearlong thesis project. Weekly meetings with class, with adviser, an oral presentation on the thesis project, and a polished final

draft submitted before April 1. In addition, a public presentation, preferably at a professional or student conference, is required.

Race and Ethnic Studies

Director: Kay Fenimore-Smith
Shampa Biswas (*on Sabbatical, 2010-11*)
Alberto Galindo (*on Sabbatical, 2010-11*)
David Glenn
Helen Kim
Nina Lerman
Bruce Magnusson
Gilbert Mireles
Nicole Simek (*on Sabbatical, Fall 2010*)

The race and ethnic studies major takes an interdisciplinary approach to the study of race and ethnicity — What do these categories of difference mean? How have they been defined, constructed, and applied in different socio-historic contexts? How do they intersect or overlap with other axes of difference (e.g., gender, class, nation, religion)? Exploring these questions with analytical tools and approaches developed in a range of academic disciplines, this major leads to a critical examination of many historical and contemporary social issues that arise from the institutionalization of race and ethnicity.

The Race and Ethnic Studies major will complete two foundational courses, a concentration designed with the adviser and approved by the Race and Ethnic Studies Steering Committee, a senior seminar and thesis, and elective courses totaling 36 credits and chosen such that the overall coursework is drawn from a minimum of three departments. Three courses in addition to the senior seminar and thesis must be at the 300 or 400 level; at least two of these must be taken at Whitman. No more than 12 credits earned in off-campus programs and transfer credit, nor more than four credits in independent study, may be used to satisfy the race and ethnic studies major requirements. In all courses, the student's work should focus on issues of race and ethnicity whenever that is possible. Courses completed in race and ethnic studies apply to the humanities, social sciences, alternative voices, or fine arts distribution areas. In addition to the 36 credits required for the

major, the student will complete three courses totaling at least 11 credits of college-level study in a language other than his or her first language. Courses used to satisfy requirements in other majors or minors cannot also be used to satisfy the race and ethnic studies major or minor.

Foundation courses: General Studies 245, plus one other course centered on racial and ethnic analysis (Sociology 267; History 371; History 268; Politics 259; Philosophy 225).

Concentration: Three courses from at least two disciplines (typically nine to 12 credits) defining focus of study in a topic or region, providing context for the thesis. Two of the three courses must be taken at Whitman, and independent study classes are not permitted. The concentration must be submitted to the Race and Ethnic Studies Steering Committee by the end of the first week of the second semester of the junior year. Examples of regional concentrations include: race and ethnicity in Latin America, ethnicity and race in Africa, U.S. race and ethnic studies, African American studies, or race and ethnicity in South Asia. Examples of thematic or topical concentrations include: ethnicity and identity; race and gender; literary representations of race and ethnicity; race and class; ethnicity and nation; race, ethnicity, and nature; religion and ethnicity. The proposal must include a title, a list of the three courses proposed, and an explanation of how the courses fit together and complement each other.

Electives: Usually three courses chosen to complement the concentration, such that, in combination with foundational and concentration coursework, the student has worked in three disciplines overall. It is recommended that the student explore more than one geographic area.

Capstone: A senior seminar (four credits) in the fall, in which students discuss common readings and case studies and begin thesis research, and completion of thesis (two credits) in the spring. The oral portion of the major exam will begin with a thesis defense and proceed to a broader synthesis of the student's work in the major. Students will propose thesis topics to the Race and Ethnic Studies Steering Committee by the end of the junior year.

Language requirement (in addition to the 36 credits required for the major): The language requirement places value on the lin-

guistic dimensions of difference and provides students with at least minimal direct exposure to this dimension. The student will complete three courses totaling at least 11 credits of college-level study in a language other than the student's first language. No more than two languages are allowed within the 12 credits. These credits may be earned at Whitman College, through transfer credit from accredited U.S. institutions of higher learning, or from a Whitman-approved study abroad program.

The Race and Ethnic Studies minor: The student completing a minor in race and ethnic studies will take General Studies 245, one of the foundation courses (see list below), and three elective courses chosen from the list of eligible courses. Courses used to satisfy requirements in other majors or minors cannot also be used to satisfy the race and ethnic studies major or minor.

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

General Studies 245 *Critical Voices*
 History 371 *African American History*
 History 268 *U.S. Ethnic and Immigration History*
 Philosophy 225 *Critical Race Theory*
 Politics 259 *Politics of Race, Ethnicity, and Religion*
 Sociology 267 *Race and Ethnic Group Relations*

2. Race and ethnic studies courses: a list from which majors will draw concentration and elective courses in consultation with adviser and approved by committee. For a thorough listing of courses used in the race and ethnic studies program, please consult the department Web page at www.whitman.edu/race_and_ethnic_studies.

301 Special Topics in Race and Ethnic Studies

2-4

The course explores selected topics in race and ethnic studies.

490 Senior Seminar

4, x

H. Kim

Taught by a race and ethnic studies faculty member with guest participation by others, this seminar is intended to engage senior majors in case studies focused on race and ethnicity. Readings, discussion, and papers, including a proposal for the thesis. Required of and

limited to senior race and ethnic studies majors. (Fall degree candidates should plan to take this seminar at the latest possible opportunity.) *Prerequisites:* open to senior race and ethnic studies majors.

497 Thesis

2, 2

Staff

Completion of a thesis based on the previous semester's plan. *Prerequisites:* Race and Ethnic Studies 490.

498 Honors Thesis

2, 2

Staff

Completion of an honors thesis. Required of and limited to senior honors candidates in race and ethnic studies. *Prerequisites:* Race and Ethnic Studies 490 and admission to honors candidacy.

Religion

Chair: Melissa M. Wilcox

Courtney Fitzsimmons

Jocelyn Hendrickson

Daniel Kent

Rogers B. Miles

Jonathan S. Walters, *Chair, Division II*

Walter E. Wyman Jr. (*on Sabbatical, 2010-11*)

The goal of the study of religion at a secular college is religious literacy. Religious literacy, an important dimension of cultural literacy, entails both a cognitive component (knowledge of religions and of the religious dimension of culture) and proficiencies (the acquiring of skills relevant to the analysis of religion). Courses in religion have the objective of conveying knowledge in five areas (Asian religions, modern western religious thought, Near Eastern religions, religion in America, and gender or the sociology of religion), and of developing skills of analysis, interpretation, and communication. Courses in the religion department apply to the humanities and alternative voices (selected courses) distribution areas.

An individually designed combined major which integrates the study of religion with work in another department can be arranged.

The Religion major: A minimum of 36 credits in religion, including the following: (1) at least one religion course in each of the following five areas: (a) gender or the sociology of religion, (b) Near Eastern religions, (c) Asian religions, (d) religion in America, (e) Western

religious thought; (2) at least two 300-level religion courses, which may simultaneously fulfill the area requirements; (3) senior seminar and thesis (Religion 448 and 490 or 498). No more than one 100-level course may be counted for the major; the *Comparative Studies in Religion* courses (Religion 116 and 117) do not fulfill the area requirements. The senior assessment: All religion majors are required to write a senior thesis, and to pass an oral examination on the thesis, which may include questions of a more comprehensive nature. Departmental policy does not allow a P-D-F grade option for courses within the major.

The Religion minor: A minimum of 20 credits in religion. At least one religion course must be taken in three out of the following five areas: (a) gender or the sociology of religion, (b) Near Eastern religions, (c) Asian religions, (d) religion in America, (e) Western religious thought. No more than one 100-level course may be given credit toward the minor; the *Comparative Studies in Religion* courses (Religion 116 and 117) do not fulfill the area requirements. At least one course in religion at the 300 level must be taken. Departmental policy does not allow a P-D-F grade option for courses within the minor.

100 Introduction to Religion 4; not offered 2010-11

An introduction both to religion as a reality of human history, culture, and experience, and to the study of religion as a field in the humanities and social sciences. Topics include the nature of religion, theological, and social scientific theories of religion; sacred scriptures, East and West; religious thought about the nature of ultimate reality, the human condition, and the path to salvation in several traditions. Not a survey of world religions, but an introduction to religion using cross-cultural materials and a variety of approaches. Three class meetings per week. Open only to first- and second-year students.

103 Death and Afterlife 4; not offered 2010-11

Death and the afterlife have been central concerns of all religious people, whose answers to the questions "why do we die?" and "what happens next?" have shaped their ways of life in general and their funerary practices in particular. But however universal the reality of death, conceptualizations of and responses to it have varied widely among and even within various religions and civilizations. This seminar, based on reading and discussion of primary (scriptural) and secondary (scholarly) texts, explores a range of ideas and practices surrounding death and the afterlife in

two of the world's great civilizations: The Abrahamic (Jewish, Christian and Muslim) and the Indic (Hindu, Buddhist and Jain). In addition to identifying the specific understandings and practices unique to each religion, we will raise and address comparative questions about similarities and differences found among them. Open only to first- and second-year students.

107 Religion and Society 4; not offered 2010-11

Why does the pledge of allegiance include "one nation under God" when we have a separation of church and state? What's up with images of the Virgin Mary on grilled cheese sandwiches, and people selling their souls on eBay? 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? 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; religious pluralism; new religious movements and "spirituality"; seekerism and secularization; religion and social change; and religion and violence. Limited to first- and second-year students. May be elected as Sociology 127.

109 Conceptions of Ultimate Reality 4; not offered 2010-11

What is ultimately real? Matter and energy? Fate? God or gods? Nirvana? The Impersonal One? This introductory course in the academic study of religion explores differing conceptions of ultimate reality in a variety of traditions. It considers the question of ultimate reality both phenomenologically (analyzing sacred texts) and Philosophically (considering several treatments of the problem of the pluralism of conceptions). 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.

117 ST: Monks, Priests, Shamans, and Mad Men x, 4

A saffron-clad monk moves from house to house begging for alms. A minister stands at the pulpit, preaching a sermon to his gathered flock. A tall skinny man, whose body is covered in ash, kneels in the river fashioning a begging bowl from a human skull. The course invites students imaginatively to enter the worlds of these and other religious specialists from

various religions, civilizations and time periods. We will learn to appreciate the world views of a number of different individuals who have come to dedicate their lives to particular visions of the world and their place within it. We also will learn to step back and ask critical questions about issues of belief, practice and the administration of religious institutions. *Prerequisites:* restricted to first- and second-year students. Distribution areas: humanities, alternative voices.

127 The Problem of Evil and Suffering x, 4

Fitzsimmons

One of the most difficult questions in religious thought is the question of evil and suffering. If there is a good God, why does evil exist? If God loves creation, why is there human suffering? If God is all powerful, why doesn't God put an end to evil and suffering? Does God cause the terrible events we see nightly on the news? Do these events prove there is no God? What is evil and where does it come from? In this course we will study responses to these questions from the modern period of Western religious thought. Students will explore texts that consider the nature of evil and the reality of human suffering alongside the question of God's existence. We will consider authors who use the problem of evil to deny God's existence, and those who try to rectify God's existence with the reality of suffering in human life. The texts will represent different approaches to this problem, including philosophical, theological and literary texts. Open only to first- and second-year students. Distribution area: humanities.

180 Church and State in American History 4, x

Miles

The First Amendment of the U.S. Constitution inaugurated a radical experiment to separate church and state in order to guarantee the religious liberty of every citizen. Why did the Founding Fathers undertake this experiment? How did they conceive of the separation, and how have others thereafter construed their intent in the face of America's increasing religious pluralism? Among the questions this seminar will examine: Can government legitimately support faith-based social initiatives? Do prayer in public schools, displays of religious symbols in public spaces, and school vouchers undermine the First Amendment? Can government remain strictly neutral toward religion without placing itself on the side of irreligion? To what degree should the state support religiously sanctioned cultural practices regarding marriage, contraception, and sexual behavior? Open only to first- and second-year students.

201 The Hebrew Bible 4; not offered 2010-11

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 2010-11

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

Hendrickson

This course introduces the beliefs and practices of Islam, as well as the diverse peoples and cultures that have made up the broader phenomenon of Islamic civilization, from the rise of Islam to the present. Topics to be covered include the Qur'an and the life of Muhammad, the spread of Islam, major sects, philosophy and mysticism, gender roles, Islamic law, political institutions, fundamentalism, and Islam in the West.

209 Introduction to Judaism

4; not offered 2010-11

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 The Qur'an

4; not offered 2010-11

An introduction to the Qur'an, the sacred text of Islam. This course will present a variety of approaches to and interpretations of the Qur'an. Major themes will include the Qur'an's relationship to the Biblical tradition and to pre-Islamic Arabian religion, classical and contemporary exegetical traditions, the Qur'an as a source of Islamic law, and the role of the Qur'an in Muslim life and worship. We will read the Qur'an and other primary texts in translation.

218 Zen

x, 4

Kent

This course introduces students to a living Buddhist tradition most commonly known in the West as "Zen." While Zen locates its roots in India, historically it is a distinctive spiritual tradition that first sprouted and matured in China. Over time, it grew and branched out to Korea, Japan, Vietnam, and, most recently, America. This course will focus on the history

and development of Zen doctrines, practices, goals and institutions. Upon successful completion of this course, students should gain a critical understanding of Zen Buddhism as well as insight into how Zen practitioners understand themselves and their tradition. Distribution areas: humanities, alternative voices.

220 South Asian Religion

4, x

Kent

This course introduces the foundations of South Asian (Indian) religiosity through close readings of formative religious texts from an Theist and Jaina speculative and liturgical traditions. Distribution areas: humanities, alternative voices.

221 South Asian Religions I: The Formative Period

4; not offered 2010-11

This course introduces the foundations of South Asian (Indian) religiosity through close readings of formative religious texts from an historical perspective. After a discussion of the sacrificial culture embodied in the earliest document of Indo-European history, the *Rig Veda* (ca. 1500-1000, B.C.E.), we will trace the development of Theist (Upanishadic), Buddhist and Jaina speculative and liturgical traditions (after the eighth century, B.C.E.) and conclude with the emergence of the first classical Indian empire under Asoka Maurya, third century, B.C.E. Two class meetings per week. Open to all students. Offered in alternate years.

222 South Asian Religions II: The Classical Period

4; not offered 2010-11

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 2010-11

This is both a theoretical and an "issues" course. The theoretical part explores the nature of Christian ethical judgment: ethical norms, the nature of ethical reasoning and argument. The second part of the course explores a number of contemporary ethical issues, such as medical ethics (including abortion and genetic research), war and pacifism. Three class meetings per week. Not open to first-year students.

228 Modern Western Religious Thought I: Crisis and Renewal
4; not offered 2010-11

This is a course in Christian theology which begins with the Reformation of the 16th century. What were the religious ideas of the Protestant Reformers that lead to the break with Roman Catholicism? Next the course will turn to the rise of religious skepticism in the Enlightenment: How did modern science in the 17th century, and modern philosophy in the 18th, lead to a crisis in religious belief? The course will conclude with 19th century attempts to respond to atheism and skepticism, and to reconstruct theology on a modern basis: "What is it reasonable to believe in the modern world?" Not open to first-year students. Offered in alternate years.

229 Modern Western Religious Thought II: The Twentieth Century

4, x **Fitzsimmons**

This course is a continuation of Religion 228, focusing on how 20th century religious thinkers have answered the question, "What is it reasonable to believe in the modern world?" How have 20th century religious thinkers, both conservative and liberal, Protestant, Catholic, and Jewish, responded to the challenges to the religious traditions of the West presented by the modern world? Topics vary, but may include: responses to skepticism and atheism; the pluralism of religions and the problem of religious truth; God and the problem of evil; liberation and feminist theologies; contemporary interpretations of Jesus of Nazareth; Jewish responses to the Holocaust. May be taken independently of Religion 228. Not open to first-year students. Offered in alternate years.

230 American Religious Thought
4; not offered 2010-11

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.

240 Modern Jewish Thought
x, 4

Fitzsimmons

The purpose of this course is to introduce students to the central themes and thinkers of Modern Jewish Thought, beginning with Spinoza (17th century) and ending with Levinas (20th century). It also will cover the history of the Jewish people in this period, both politically and culturally, as well as the impact of philosophy and theology on Jewish thought and identity. Readings will include representative primary texts of Jewish thought, relevant historical documents and some secondary material on Jewish history. No prior background in Judaism is required. Distribution area: humanities and alternative voices.

250 Buddhist Civilizations in Asia I: South and Southeast Asia
4; not offered 2010-11

From the time of the Buddha (ca. fifth century, B.C.; first century, B.E.) to the present, his religion has been foundational to the historical, political, economic, artistic, medical and literary cultures of South and Southeast Asia. This course explores the rise and spread of Buddhist institutions in the Buddha's homeland, India, and their further spread through southern India and Sri Lanka to the southeast edges of the Indic world, the kingdoms of Indonesia and mainland Southeast Asia. Careful reading of key primary texts from this so-called "Southern Tradition" (especially Theravada) will be supplemented with readings in secondary scholarship, lectures, and contemporary audio-visual materials. Offered every other year.

251 Buddhist Civilizations in Asia II: Central and East Asia
4; not offered 2010-11

Although in India proper the significance of specifically Buddhist cultures gradually gave way to other religious orientations, becoming virtually extinct there by the 15th century, A.D. (20th century, B.E.), from the fifth century, B.E. to the present ever-new interpretations of the Buddha's life and significance have maintained an important presence in kingdoms and cultures located to the north and to the east of the Buddha's Indian homeland. This course tracks philosophical, liturgical, political, artistic and soteriological developments in the so-called "Northern Tradition," identified especially with the Mahayana and Vajrayana (Tantrayana) divisions of the Buddhist world. Beginning with the rise of the Mahayana sutras in India (ca. fifth century, B.E.), the course traces the development of the Northern Buddhist tradition from ancient times to the present in Tibet, China, Japan and, through them, in the modern United States. Careful reading of primary texts will be supplemented with readings in secondary scholarship, lectures, and audio-visual materials. Offered every other year.

259 Religion in America From Columbus to the Civil War
4; not offered 2010-11

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

4; not offered 2010-11

An historical survey of the impact of religion on American society and culture from the Civil War until the present. Topics will include the religious roots of westward expansion and the response of Native Americans to the threatened extinction of their culture, the persistence of ethnicity and the pull of assimilation in the religious experience of Asian and East European immigrants, urbanization and industrialization and the impulse toward social reform, the emergence of Fundamentalism and its rejection of biblical criticism and Darwinian evolution, the religious roots of the civil rights movement and the changing role of women in religious life and thought. Open to all students.

287 Queer Religiosities

x, 4

Wilcox

This course examines religion from queer perspectives, exploring the ways in which lesbian, gay, bisexual, transgendered, and queer people have created religious spaces for themselves in the late 20th and early 21st centuries. Course readings include historical, autobiographical, sociological, and theological discussions of religion and spirituality in the lives of LGBTQ people. Students will consider the diversity of religious beliefs and practices in queer communities, the ways in which people grapple with religious challenges to their identities, the formation of “identity-focused” religious organizations, and the ways in which queer perspectives on religion challenge accepted understandings of the relationship between sexuality, gender, and religion.

315 Islamic Law and Society

4; not offered 2010-11

This course examines the theory and practice of Islamic law from the rise of Islam to the present. We will begin with an introduction to the foundational sources of Islamic law (the Qur’an and Hadith) and will explore the methods by which Muslim scholars have derived law from these sources, paying close attention to the relationship between law and theology and to the diversity of opinion among jurists. We will also explore the major fields of Islamic law, including worship, family law, crime and punishment, constitutional, and international law. Alongside core legal texts in translation, we will read ethnographic accounts of the law in practice. Near the end of the course we will engage modern reform movements, the role of Islamic law in nation-states and political opposition movements, and the tensions between Islamic law and human rights, with a focus on gender equality.

328 Ethnography of Buddhism

4, x

Kent

This course is about Buddhists and those who have written about Buddhists. Beginning with the 5th century C.E. Chinese pilgrim Faxian, who travelled to India in search of Buddhist texts, and ending with 21st century scholars seeking knowledge of contemporary Buddhist culture, we will investigate how Buddhists

have been observed, questioned and represented by travelers and ethnographers throughout history. We not only will consider the ways in which Buddhists have practiced and understood themselves, but also we will delve into the assumptions and questions of those who have encountered and written about them. Course goals will include a greater understanding of Buddhist practices and self-representation, as well as the refining of our own theoretical assumptions and methodological approaches to the ethnographic study of Buddhism. Not open to first-year students. *Prerequisite:* at least one course in Asian religions (Religion 221, 222, 250, 251), or consent of instructor. Distribution areas: humanities, alternative voices.

330 Multireligious South Asia

4; not offered 2010-11

South Asia is home to well-established and highly diverse Buddhist, Hindu, Muslim, Jain, Zoroastrian, Christian and tribal religious communities, whose members have been interacting with each other in both constructive and contentious ways for three millennia. This course examines historical and contemporary examples of South Asian multireligious encounter in order to raise and address more general questions relevant to the study of “multireligion” in any context: just how have religious people engaged their religious “others” through the ages? What strategies exist within the different religious traditions for making sense of and responding to the universal fact of religious diversity? How do these strategies relate to social, political, economic and other cultural concerns of the people who employ them? What factors cause them to fluctuate over time or in different circumstances? How does the academic study of religions – itself an attempt at making sense of religious diversity – relate to the multireligious strategies of the lived traditions it analyses? Open to all students, but at least one prior course in religion is strongly recommended.

345 Judaism and Islam in the United States

4; not offered 2010-11

This course traces the history, growth, and diversity of Jewish and Muslim populations in the United States. We will explore the development of religious and secular institutions serving each community, the practice of Jewish and Islamic law, religious education, political participation, “denominational” organization, and patterns of emigration and conversion. Major themes will include the ways in which these traditions have been shaped by Jews’ and Muslims’ experiences as members of minority religious communities in America, and the complex relationships between American Jews and Muslims and their coreligionists in Israel and Muslim-majority countries.

347 The Buddha

4; not offered 2010-11

The life of the Buddha has captivated religious imaginations for 2,500 years, but the biography of the Buddha is not singular: in its traverse of millennia and continents Buddhism has generated many Buddhas, each appropriate to the time and place in which he was

imagined. This course examines select biographies of the Buddha from Asia and Europe, modern as well as ancient, in order to investigate the impact of historical and intellectual circumstances upon the composition of each. It serves both as a case study in religious biography and as a broad overview of the origin and development of Buddhism. *Prerequisites:* Religion 221, or 250, or 251, or 257, or consent of instructor.

348 Archival Research in Religion

x, 4

Miles

This course introduces students to the experience of working with historical documents and materials in an archival setting. Archival research requires the ability to identify problems and find solutions through critical and creative thinking. Students will learn how to locate reputable sources, gather information from those sources through close reading and observation, and assess the significance of that information through a range of methodological and theoretical approaches. The first half of the course will be an introduction to the techniques of archival research as well as discussion of the work of scholars that bears on the research question set students in the course. The research question set students for spring 2011 is: How did Whitman College evolve from a Christian college in the late 19th century to the secular institution it is today? Open to all students, but at least one prior course in religion is strongly recommended.

349 Field Studies in the Religions of the

Pacific Northwest

4; not offered 2010-11

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 2010-11

This course focuses on the existence and nature of God as an intellectual problem. The course will explore conceptions of God in the Western religious traditions and how God came to be a problem with the emergence of skepticism and atheism in the modern world. Historical and literary approaches, as well as

philosophical and theological perspectives, will be included. Contemporary attempts to rethink the nature of God and to argue for the reality of God will be considered. Two class meetings per week. Not open to first-year students.

353 The Historical Jesus

4; not offered 2010-11

This seminar is an exploration of recent scholarship on the problem of the historical Jesus — the attempt to distinguish the historical figure of Jesus from the theological portraits of him in early Christian literature. Attention will be given to the conclusions of the Jesus Seminar regarding the authenticity of the reported sayings and deeds of Jesus, as well as to recent books on Jesus of Nazareth by scholars representing a variety of methodological perspectives. Each student will report to the class on a recent work on Jesus. Religion 202 is a useful prior course, but not a prerequisite.

355 Religious Intolerance in the Contemporary United States

4; not offered 2010-11

This course explores several important facets of religious tolerance and intolerance in the United States today. It begins with the development of religious pluralism and the separation of church and state, but then questions the limits of this separation through examining the evidence for “public Protestantism” in the United States. The rest of the course examines instances of religious intolerance in the United States — both intolerance of specific religions and religiously based intolerance of specific groups — in the late 20th and early 21st centuries. Students will explore the contours of religious intolerance, from hate crimes and violent protest to more subtle events and attitudes in our own communities and our own lives, as well as ways to combat such intolerance.

358 Feminist and Liberation Theologies

4; not offered 2010-11

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, x

Wilcox

Gender and the human body are nearly ubiquitous in religion. They are evident in one religion's images of the divine and in another's refusal to image the divine; in the control and maintenance of the body through asceticism, sexual regulations, dietary restrictions, and other practices; in debates over human nature and reality; in questions of clothing, leadership, and rites of passage; and in many other areas. Over the past 15 years, studies of gender and the body have multiplied within the field of religious studies, but much more remains to be done. This class has two goals: to explore some of the

work that has been done to date, and to consider new ways in which theories on gender and the body can be applied to religion. This is a highly theoretical class and is recommended for juniors and seniors.

368 From Muslim to Christian Spain

x, 4 **Hendrickson**

This course examines the history of Muslim rule in Spain and follows the fates of Jews and Muslims under Christian rule from the "Reconquest" to the Inquisition. Al-Andalus, or Muslim Spain, has in recent years been heralded as a golden age of inter-religious tolerance. We will critically explore the nature and limits of this *convivencia*, or "coexistence," in the Iberian peninsula through Jewish, Christian, and Muslim primary texts as well as a variety of scholarly and popular sources. Major themes will include the legal and political positions of Jews and Christians under Muslim rule, the shared intellectual and artistic culture produced through inter-religious encounters, the transmission of knowledge from the Arab-Islamic world to the Latin West, concepts of tolerance, coexistence, religious violence, and orthodoxy and heresy, and the political uses of history and memory.

369 Religion and Conflict

4; not offered 2010-11

In what way are religious conflicts religious? Are violent expressions of religion less authentic than peaceful ones? How does the role of religion in conflict and conflict resolution compare to the roles played by other types of identities, or to the political and economic aspects of conflicts? These are some of the questions we will explore in this course, which examines the role of religion both as a source of violence and as a resource for conflict resolution and peace-building. We will engage theoretical materials on the causes of war and the conditions for peace in a variety of contexts, and apply these insights to specific case studies of modern-day violent conflicts. The primary religious traditions involved in these conflicts include Christianity, Islam, Judaism, and Hinduism. We will address the beliefs, actions, and motivations of adherents primarily in the context of these conflicts; this is not a survey of what each religion 'says' about violence and peace.

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 **Walters**

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

Chair: James Hanson

Robert Sickels

Robert M. Withycombe

Traditionally, the discipline of rhetoric focused on the effectiveness of the spoken or written word as it is driven by the rhetorical situation (audience, purpose, and context). Over the last several decades, persuasive media have expanded well beyond the conventional spoken and written message. The increasing pervasiveness of film, video, TV, and the Internet in world culture has expanded the mission of rhetorical studies. To reflect these advances in technology and understanding, we focus on the uses of language and image to characterize social reality, to debate and confront controversies, and to aid in the transformation of social institutions. Accordingly, the department of rhetoric and film studies is a multidisciplinary program that enriches understanding of the complexity of contemporary communication by providing a solid grounding in the theory, history, production, interpretation, and criticism of a wide variety of written, oral, visual, and filmic texts.

Most rhetoric and film studies courses (except 110, 121, 221, 222, 165, 250, and 360) satisfy humanities distribution requirements.

Rhetoric and Film Studies 110, 165, 250 and 360 meet fine arts distribution requirements. Rhetoric and Film Studies 240 and 340 count toward the alternative voices distribution requirement. Rhetoric and Film Studies 121, 221, and 222 do not count as distribution requirements and may not be taken P-D-F.

The Rhetoric and Film Studies major:

A minimum of 34 credits in rhetoric and film studies, including 160; one of either 365, 366, 367 or 368; one of either 240, 250, 340, 350, 351, 352, 371, 379, or 380; 387 (to be taken fall of junior year); and either 491 or 498.

Students may substitute up to eight of the elective credits with approved rhetoric and film courses (e.g., transfer credits, and/or credits from other Whitman departments). Students may not count more than four credits of 121, 221, or 222 toward the major. Department policy does not allow a P-D-F grade option for courses within the major.

Senior assessment: All departmental majors will write a substantial thesis during fall semester and will defend that thesis during a one-hour oral examination.

The Rhetoric and Film Studies minor:

A minimum of 20 credits in rhetoric and film studies including one of either 365, 366, 367 or 368; and one of either 240, 250, 340, 350, 351, 352, 371, 379 or 380. Students may substitute up to four of the elective credits with approved rhetoric and film courses (e.g., transfer credits, and/or credits from other Whitman departments). Students may not count more than four credits of 121, 221, or 222 toward the minor. Department policy does not allow a P-D-F grade option for courses within the minor.

110 Fundamentals of Public Address

x, 4 **Hanson**

Speech is one of our primary means of communication. This course provides training in the fundamentals of effective speaking including the preparation, presentation and evaluation of a variety of types of communication. Preparation emphasizes the use of clear organization, cogent arguments, and strong and interesting supporting material. Presentation focuses on the use of vocal variety, distinct articulation, presence, gestures, and effective use of oral language. Evaluation encourages students to critique public address, learning to think and express what could make a presentation more effective. Oral presentations and several papers required.

121 Fundamentals of Debating

1, x **Hanson**

Introduction to and participation in debate without a heavy commitment throughout the semester. Students are expected to attend classes covering and engaging key debate skills for the first six to eight weeks of the semester, and then participate in one intercollegiate or on-campus tournament. Students may not jointly register for Rhetoric 121, 221, 222. May not be taken P-D-F.

160 Introduction to Film Studies

4, x **Sickels**

This course introduces the historical and theoretical fundamentals of film studies. Representative films will be drawn from a variety of different eras, genres, and countries. Lectures, discussions, tests, and weekly film screenings.

165 Introduction to Filmmaking

4, x **Sickels**

This course introduces the fundamentals of the visual language and narrative structures of film. Students will collaboratively make their own short films. Extensive lab time required. *Prerequisites*: successful completion of Rhetoric and Film Studies 160 and consent of instructor. Priority given to rhetoric and film studies majors.

221 Intercollegiate Parliamentary Debate and Speaking Events

2, 2 **Hanson**

Participation in parliamentary debate and a speaking event throughout the semester. Students are expected to attend a preparation session the week before school begins (exceptions on a case-by-case basis only). Students are expected to attend meetings, prepare for parliamentary debate and a speaking event, practice each week with staff, and assist in the management of tournaments that Whitman hosts. Students must compete at two tournaments during the semester in parliamentary debate and in one speaking event when offered. Rhetoric 121 is not a prerequisite. May not be taken P-D-F.

222 Intercollegiate Policy Debate*

2, 2 **Hanson**

Participation in policy debate throughout the semester. Students are expected to attend a preparation session the week before school begins (exceptions on a case-by-case basis only). Students are expected to attend meetings, prepare research assignments, engage in practice drills and debates, and assist in the management of tournaments that Whitman hosts. Students must compete in debate at a minimum of two tournaments during the semester. Students may not jointly register for Rhetoric 121, 221, 222. *Topics change yearly. Rhetoric 121 is not a prerequisite. May not be taken P-D-F.

240 Rhetorical Explorations: Race, Class and Gender

x, 4 Hanson

This course seeks to examine the ways in which race-, class-, and gender-based rhetorical practices can and do create, reinforce, adjust and sometimes overcome inequality in society. The nature of this inequality is addressed as a rhetorical construct that continues to serve as a basis for often heated discussion in society. Those in the class critique communication in the media, daily discourse, the law, politics, and in their own experiences. The goal of this examination is to increase awareness of inequity in communication, to challenge theoretical assumptions about what constitutes inequity, and to offer new perspectives from which to view race-, class-, and gender-based rhetorical practices. This course may count toward the requirements for the gender studies minor and major.

250 Persuasion, Agitation, and Social Movements

4, x Withycombe

Theory, preparation, and practice in the art of public persuasion. The study of logic and reasoning, the psychology of persuasion, the ethics of persuasion, the structure of arguments, and persuasion in social movements. Students are expected to observe, evaluate, and construct logical persuasive arguments in both formal and informal settings.

303 German Film and the Frankfurt School 4; not offered 2010-11

In this course, we will review the masterpieces of German-language cinema, beginning with such expressionist works of art as Wiene's *The Cabinet of Dr. Caligari*, Murnau's *Nosferatu*, Lang's *Metropolis*, and Sagan's *Mädchen in Uniform*. We will also study Nazi film, particularly Leni Riefenstahl's work. Among the postwar directors that we study will be Fassbinder, Herzog, and Wenders. Queer German filmmakers such as Praunheim and Treut will receive special attention. The course will conclude with recent critical and popular successes such as *Run Lola Run* and *The Lives of Others*. As a critical lens, we will rely heavily on psychoanalytic and Frankfurt School criticism, focusing on writings by Sigmund Freud, Walter Benjamin, Siegfried Kracauer, and Theodor Adorno. In addition to class meetings, a weekly video screening of approximately two hours is required. All discussion in English. Students taking the course for German credit will be expected to watch the films without subtitles and complete written assignments in German; students taking the course for credit in world literature or rhetoric and film studies will generally watch films with subtitles and write in English. May be elected as German 303 or World Literature 303.

325 Imagining Community through Contemporary Japanese Fiction and Film

4, x Shigeto

In this course we will explore selected works of Japanese fiction and film created during the "post-

modern" period (from 1980 to the present.) During this period, the sense of belonging to a traditional community such as nation and family is said to have weakened — or perhaps dissipated altogether — in Japan. The overarching question we engage with is what kinds of different communities and subjectivities are imagined in and through literary and filmic texts during this period. Hence, we will not treat these works merely as representations of contemporary Japanese society but also as the sites where creative efforts to imagine different forms of community are unfolding. We will conduct close readings of each literary and filmic text and examine their varying functions within their socio-historical context particularly the economic bubble and subsequent recession. In order to do a contextual reading, along with assigned fiction and filmic texts, we will read works from such fields as cultural studies, anthropology, and critical theory. In so doing, students will be expected to constantly question their assumptions about contemporary Japanese culture and society. May be elected as World Literature 325.

340 Background of African American Protest Rhetoric

x, 4 Withycombe

Students examine the conflicting strategies of assimilation, separation, and revolution, and the rhetoric of the civil rights movement used to promote and attack these strategies. Various stages of the social movement will be examined, with a primary focus on the nature of public argument about blacks in America beginning with the arrival of the first Africans in the early 17th century and ending with the era of vigorous African American protest in about 1965. May be elected as Politics 349.

350 Freedom of Speech and the First Amendment

4, x Withycombe

Arguments over the "appropriate boundaries" of freedom of speech are among the most interesting and hotly debated issues addressed by the legal system. In this course, the evolution of current legal standards on freedom of speech will be traced through a wide range of cases that made their way to the U.S. Supreme Court. Issues such as privacy, obscenity, "fighting words," and commercial speech will be discussed, along with considerable discussion dealing with special issues of free speech such as free speech and fair trials, prior restraint, and free speech in prisons, schools, the military, and the marketplace. May be elected as Politics 379.

351 Argument in the Law and Politics 4; not offered 2010-11

This course emphasizes the study and practice of argument in the law and politics and involves three critical aspects. First, students engage in and evaluate legal argument in important court cases. Second, students participate in and evaluate political campaign and public policymaking argument. Third, students are exposed to argumentation theory as a way of interpreting the arguments they construct and evaluate. The

goal of the course is to enhance the understanding and appreciation of the use of argument. May be elected as Politics 380.

352 Political Campaign Rhetoric 4; not offered 2010-11

This course focuses on communication used in political campaigns, particularly the Presidential and to a lesser degree Senate and House races as well as ballot initiatives in the current election year. The course examines the recent history of campaigns, the importance of character and public policy, advertisements, speeches, media coverage, debates, new technologies, demographics, and after the election, implications of the results. May be elected as Politics 352.

360 Advanced Film Making x, 4

Sickels

In this intensive workshop course students will be expected to write, storyboard, direct, shoot, and edit an original film of their own creation. Extensive lab time required. *Prerequisites:* successful completion of Rhetoric and Film Studies 160, 165, and/or consent of instructor. Priority given to rhetoric and film studies majors.

365 Special Topics: Studies in Film Genre 4

Students will study the cultural influences on the intersection between the pursuit of artistic achievement and commercial rewards as illustrated by the evolution of a specific genre — e.g., musicals, westerns, noir, horror, combat, screwballs, weepies, etc. Lectures, discussions, tests, papers and weekly film screenings. May be repeated for credit. Film genre offerings follow.

366 Special Topics: Major Figures in Film 4

An intensive study of a major figure (or figures) in film, ranging from directors, screenwriters, cinematographers, and actors. Lectures, discussions, tests, papers, and weekly film screenings. May be repeated for credit. Major figures offerings follow.

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.

369 Major Figures in Film: "Mean Streets and Raging Bulls": The Silver Age of Cinema 4; not offered 2010-11

In tracing film history from the demise of the studio, 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.

371 Rhetoric in Early Western Culture 4; not offered 2010-11

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.

387 Rhetoric and Film Criticism 4, x

Hanson

Using a variety of critical theories, this course focuses on the analysis of speeches, film, writing, television, and advertisements. Students give presentations and write papers utilizing these various perspectives. The goal is for students to become more conversant in the many ways they can assess the significant influence communication has in our lives. Open only to and required of junior rhetoric and film studies majors.

388 History of American Public Address x, 4

Withycombe

Students examine the creation, reception, and impact of American public discourse from the colonial period to the present, focusing on the process of public advocacy as it occurs in significant political and social movements and during important public controversies. Examination of public arguments will allow students to better understand the strategic choices available, the limitations and constraints that face advocates, and the nature of critical responses that resulted. Students will better understand the role of public discourse in American history and the relationship between rhetorical practice and public culture.

401, 402 Independent Study 1-3, 1-3

Staff

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.

491 Thesis in Rhetoric and Film Studies

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

498 Honors Thesis in Rhetoric and Film Studies

4, x **Staff**
 Research and writing of the senior honors thesis. Open only to and required of senior majors. *Prerequisite:* admission to honors candidacy. Students wishing to be considered for honors must apply to the department within the first six weeks of spring semester of the junior year.

Science

380 Special Topics in Science
1-4; not offered 2010-11

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

Staff
 Discussion and directed reading on a topic of interest to the individual student. *Prerequisite:* consent of instructor.

Sociology

Chair: Keith Farrington

Bill Bogard	Noah Leavitt
Neal Christopherson	Gilbert Mireles
Charles Cleveland	Kari Norgaard
Michelle Janning	Ronald Urban
Helen Kim	

Sociology courses deal with the structure and functioning of societies, the nature of social interaction, the relationship between the individual and society, and the nature of change in human societies.

A student who enters Whitman without any prior college-level preparation in sociology will have to complete 36 credits to fulfill the requirements for the sociology major. Courses completed in sociology apply to the social science distribution area.

The Sociology major: Sociology 117, 207, 367, 490, either 492 or 498; all additional work in sociology to make a minimum of 36 credits. In the final semester in residence the student must pass a senior assessment consist-

ing of an 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. No more than eight transfer credits may be used to satisfy the course and credit requirements for the major.

The Sociology minor: Sociology 117, 207, 367; additional work in sociology for a minimum of 18 credits. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the minor.

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

110 Social Problems
4, 4

Leavitt
 A systematic and in-depth introduction to the sociology of social problems. This course examines, from a sociological perspective, some of the more commonly-identified social problems in contemporary America, and analyzes the structure and culture of this society, in the attempt to determine how and why these problems are produced and sustained. Three periods per week. This course is open to all students, and can be counted toward the 36 credits required for a major in sociology; however, those students who are fairly certain that they will declare sociology as their major and who wish to take only one course at the introductory level may want to consider taking Sociology 117 instead of Sociology 110.

117 Principles of Sociology
4, 4

Janning
 A comprehensive introduction to the discipline of sociology. The course covers basic theoretical and methodological perspectives. Specific topics include culture, social interaction, deviance, socialization, organizations, the global economy, political sociology, race relations, gender relations, sexuality, social movements and the mass media. Emphasis is placed on integrating conceptual understanding with observation and analysis of familiar social settings. Three periods per week. This course is open to all students, but is primarily intended for students who have decided upon or who are seriously considering sociology as a major field of study. Required of all majors; should be taken as early in the student's program as possible.

127 Religion and Society
4; not offered 2010-11

Why does the pledge of allegiance include "one nation under God" when we have a separation of church and state? What's up with images of the Virgin Mary

on grilled cheese sandwiches, and people selling their souls on eBay? 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? 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; religious pluralism; new religious movements and "spirituality"; seekerism and secularization; religion and social change; and religion and violence. Limited to first- and second-year students. May be elected as Religion 107.

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

Farrington

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.

230 Social Psychology

4; not offered 2010-11

This course provides students with an introduction to the field of social psychology, defined as the study of how others influence our thoughts, feelings, and behavior, from both a psychological and sociological perspective. Drawing on theory and empirical research, and using a variety of 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, the power of situations to influence perception and behavior, and the ways in which individual and group realities are socially constructed. A laboratory weekend is required of all students. *Prerequisites:* No fewer than three credits in psychology and/or sociology, or consent of instructor.

257 Sociology of the Family

x, 4

Farrington

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

x, 4

H. Kim

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.

259 Sociology of Crime and Delinquency

4, x

Mireles

A sociological examination of the patterns, causes, and consequences of criminal and delinquent behavior in modern society. Specific topics to be studied in this course include: 1) the origins of and purposes behind criminal law; 2) the various theories of crime and delinquency; and 3) the relationships between the public's perception of and concern about the various forms of criminal deviance and the true impact of these behaviors upon society. This course is open to all students, but previous course work in sociology would be very helpful.

260 Sociology of Criminal Justice

4; not offered 2010-11

A sociological analysis of the criminal justice system as a social institution. In particular, this course will take an in-depth look at the workings of our nation's

police, court, and prison systems to determine exactly how these elements of the criminal justice system operate in practice, and how effectively they meet their defined objectives of controlling crime and protecting the members of society from criminal behavior. Class lectures and readings will be supplemented by field trips to and speakers from the various components of the criminal justice system in the Walla Walla area. This course is open to all students, but previous course work in sociology would be very helpful.

267 Race and Ethnic Group Relations

4, x

H. Kim

This course investigates ways in which power relations in the United States influence cultural, economic, and political meanings of race and ethnicity. A variety of sociological meanings of race and ethnicity are explored. In addition to examining theoretical frameworks regarding race and ethnicity, the course draws upon historical analysis and considers current debates related to cultural politics and identity. Emphasis is placed on the interplay of race, class and gender in the United States. Intended for sophomores and juniors with at least one previous course in sociology.

271 Asian Americans in Contemporary Society

4; not offered 2010-11

This course serves as an introduction to sociological research of Asian American life in the United States, primarily focusing on the post-1965 era. We will focus on Asian American immigration, political movements, racial and ethnic identity, and economic and educational achievement. This class aims to highlight the multiple, heterogeneous experiences of Asian Americans and situate these in relation to those of other racial and ethnic groups in the United States. Students will be evaluated on active in-class participation and attendance, critical analyses of class materials and literature, a major research paper, and a take-home final exam.

278 Social Movements and Social Change

4, x

Mireles

This course provides an introduction to the sociological study of collective action and social change. The causes, trajectories, and outcomes of social movements will be analyzed from a macro and micro sociological perspective. The theoretical models presented stress political processes and organizational dynamics as well as the intersections of politics, culture, and identity. Case studies will be drawn primarily from liberal democratic societies. Course evaluation will be based on short paper presentations, a midterm, and final exam. This course is open to all students but previous course work in sociology or a related field is strongly advised. Offered every other year.

287 Sociology of the Body

x, 4

Bogard

This course examines the uses, representations and transformations of the body in Western societies

from the early 19th century to the present. We will study the body's relation to the emergence of several institutions in society and its changing status as an object of knowledge and power. Topics covered include the body's role in modern medicine, sexuality and work, its stereotyped portrayals in the media and its interfaces with modern technology. Evaluations are based on a series of short papers and projects. Three periods per week. Open to all students, although one course in sociology or related social science field is recommended.

290 The Sociology and History of Rock 'n' Roll

4; not offered 2010-11

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

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

294A ST: The Sociology of Prisons and Punishment

x, 4

Farrington

A sociological analysis of prisons in America and throughout the world. Specific topics to be covered include the history of imprisonment as a way of dealing with criminal offenders; the process by which persons become incarcerated in America; theoretical perspectives on imprisonment; the many different types of penal facility which exist in our society; the impacts of prison upon the larger society; the internal dynamics of the prison institution; and alternatives to incarceration as a means of imprisonment. This course will be conducted as a large seminar, and all participants will be expected to complete a major analytical

paper, and to present that paper to the other members of the seminar. In-class lectures and discussion will be supplemented by visits to some of the prisons and jails which exist in eastern Washington and Oregon. Distribution area: social sciences.

300 Field Laboratory in Applied Sociology
2, 2 Leavitt

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 also will be observing, from a sociological perspective, the events, activities, structure, and dynamics of this field environment. These field laboratory experiences will be supplemented by academic readings, a regularly scheduled seminar, and the keeping of a detailed field journal. This course may be taken twice, for a maximum of four credits. *Pre- or corequisite:* Sociology 117.

307 Human Communities
4; not offered 2010-11

It can be argued that disturbances in the natural environment are reflections of the changing state of the human community. This course investigates the relationship between nature and community by raising questions such as: what is “the community,” and how has it changed in modernity and postmodernity? What are the contradictions in the American community and the environmental consequences? Why is the concept of community so idealized? Is “sustainable development” more an aspiration of community than a possibility in nature? What are the historic and modern features of urban communities, and what is the urban basis for environmental problems and solutions? To what extent can community and urban social processes be viewed in ecosystem terms? Which forms of community best support the resolution of environmental problems? The course draws from sociological theories of community and the city, case studies taken from the developed and developing worlds, and contacts with local community organizations. There will be a series of short papers and a semester research project.

309 Environmental Sociology
4, x Norgaard

What social structural conditions produce ecological decline? What agricultural, extractive, and industrial technologies have driven global ecological problems? How are societies around the world impacted? This course will review sociological theory on the causes and consequences of ecological degradation and resource scarcity. Topics will include: specific local and global ecological problems, theories on the 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 also will view and discuss films. This course is open to all students but previous course work in sociology would be very helpful.

318 Community-Based Research as Democratic Practice
4; not offered 2010-11

Students in this course design and carry out an original program of empirical research on a social or political problem affecting the local community, the state, or the region. This research is “community-based”: students perform it in partnership with professionals from organizations outside the college. The research contributes something tangibly useful to these organizations. It also enables students to develop new independent research skills (e.g., how to conduct interviews; how to refine research questions based on prior scholarship). Finally, the course prepares students to bring their research to policy makers, organization leaders, the media, and the public at large through an agenda of public communication activities. In all these ways, the research provides a concrete experience in the practices of democracy. Past projects have emphasized improving political and social conditions for racial minorities, women, and workers. May be elected as Politics 318.

319 Public Communication about Community-Based Research
4; not offered 2010-11

This course enables students who have completed community-based research projects in politics or sociology to develop their skills in public communication about their research. It also challenges them to think critically about the dilemmas regarding power and democracy that arise when policy investigators seek to make specialized research accessible to general audiences, non-English-speaking communities, professional policymakers, organizational leaders, and media representatives. Students carry out an extensive agenda of public outreach activities, “translating” their work into a variety of formats including comments and images for local public meetings, talking points for media interviews, remarks to state legislators, and text and visuals for online media. They engage in these activities in continuing consultation with the partners for their original community-based research projects. *Prerequisites:* Politics/Sociology 318, or Politics 458 (Fall 2008), or Politics/Sociology 402A (Spring 2008). May be elected as Politics 319.

337 Seminar in Cultural Sociology
4; not offered 2010-11

This seminar examines cultural dimensions of social processes and explores how cultural categories, symbols, and rituals are analyzed sociologically. Topics covered include: culture in everyday social interactions, identity and social status, culture and institutions, symbolic power, rituals and events, subcultures and countercultures, social change, mass

media, and the arts. This course involves intensive reading and writing about classical and contemporary theoretical approaches to analyzing culture, as well as projects that involve innovative research methods in cultural sociology. *Prerequisite:* consent of instructor.

340 Economic Sociology

x, 4

Mireles

This seminar will provide an advanced exploration into the social bases of economic behavior in society. Three substantive areas will be covered in depth. The course opens with a unit on organizations where students will read classical, contemporary, and critical analyses of formal organizations in modern society. The second unit of the semester is focused on the interactions between organizations, or firms in the economic sense, and the broader sociopolitical contexts in which they are found. This includes classical political economics readings from Europe as well as more contemporary perspectives from the United States. Special emphasis will be placed on the rise of large capitalist firms in American society during the 19th and 20th centuries. The final unit of the course deals with the role of labor within the process of production in advanced industrial societies. We open with a discussion of labor and class conflict within industrial society. This is followed with an exploration of immigration and the contemporary American labor market. We close with a discussion on organized labor in capitalist systems of production.

348 Technology and Society

x, 4

Bogard

A critical approach to the social culture and history of technology. Topics vary, but may include the development of mass communications and war technologies, bioresearch, nanotechnologies, virtual systems, power generation, etc., and their impacts on social institutions and experience. A number of interdisciplinary materials will be used, ranging from technical, ethnographic, and historical studies, to literature, science fiction, and philosophy. Grading is based on performance within a range of options, which include papers, individual or group projects and presentations, artwork, journals, and experiments. Field trips to the Hanford reservation or other industrial sites in the region are planned at some point during the semester.

349 Environmental Social Movements

x, 4

Norgaard

Why do social movements happen? Why do some social movements succeed in producing change while others fail? What are differences between environmental movements in the United States and other nations? How do different experiences across gender, race and class inform the emergence, goals and dynamics of environmental social movements? This course will use micro and macro sociological theory to study social change, reform and collective behavior using environmental movements and environmental backlash movements as case studies. We will bring both national and global focus to our study of collective action and social change. The course will be reading

intensive. We will view and discuss films. Evaluation will be based on reading discussion, research papers and individual projects. *Prerequisites:* This course is open to declared sociology and environmental studies majors and others by consent of instructor.

353 Environmental Justice

4; not offered 2010-11

How are environmental problems experienced differently according to race, gender, class and nationality? What do we learn about the meaning of gender, race, class and nationality by studying the patterns of environmental exposure of different groups? Environmental justice is one of the most important and active sites of environmental scholarship and activism in our country today. This course integrates perspectives and questions from sciences, humanities and social sciences through the examination of a series of case studies of environmental injustice in the United States and worldwide. Biology and chemistry figure centrally in links between environmental contaminants and human health. Systematic inequalities in exposure and access to resources and decision making raise moral and ethical questions. Legal and policy lessons emerge as we examine the mechanisms social actors employ in contesting their circumstances. This course will be reading, discussion and research intensive. May be elected as Environmental Studies 353. *Prerequisite:* consent of instructor.

360 The Sociology of Everyday Life

4; not offered 2010-11

An introduction to the sociology of face-to-face interaction, communication, and the social construction of reality. Areas covered include symbolic interaction and dramaturgy, ethnomethodology, phenomenological sociology, and studies of habitus and social space. We will read sociological works by Erving Goffman, Pierre Bourdieu, Alfred Schutz and Harold Garfinkel, among others, as well as examine everyday life through popular media, film and literature. Evaluations are based upon completion of a journal, final paper, and participation in class. Intended for students with at least one previous course in sociology.

367 History of Sociological Theory

4, x

Bogard

A critical examination, beginning with the Enlightenment and extending to the late 20th century, of important Western ideas concerning the nature of society and social interaction. Questions addressed include: How is social order possible? How and why do societies change? What is the role of science in sociology? Students will read a variety of primary and secondary sources, as well as works of literature illustrating theoretical concepts. Evaluation is based on the completion of three papers or projects and one group presentation. Two periods per week. Designed for junior and senior students in the social sciences or humanities; required of sociology majors.

368 Contemporary Theory 4; not offered 2010-11

An in-depth examination of social theories after World War II. Topics covered may include, but are not limited to, poststructuralism and postmodernism, symbolic interaction, phenomenological sociology, and feminism. Students will read a variety of primary texts. Seminar format; evaluation is based on a combination of student presentations and a final paper or project. Two periods per week. Designed for junior and senior students in the social sciences or humanities.

369 Social Stratification x, 4

Mireles

An examination of the division of society into classes or strata which are arranged in a hierarchy of wealth, prestige, and power. This examination will include both theoretical and empirical studies and will focus primarily, although not exclusively, on modern industrial society. Three periods per week. Offered in alternate years. *Prerequisites:* prior sociology course.

370 Educational Equality x, 4

Fenimore-Smith

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

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

490 Current Issues in Sociology 2, x

**Bogard, Farrington,
H. Kim, Mireles**

Limited to, and required of senior sociology majors. Students will meet with the entire staff each week for discussions of and presentations on current sociological ideas and controversies. Must be taken the last fall semester in which the student is in residence. One period per week. *Prerequisite:* Sociology 117. *Pre- or corequisites:* Sociology 207 and Sociology 367.

492 Thesis x, 2 or 4

Staff

A course in which the student conceptualizes, designs, and carries out a senior thesis. The major emphasis in this course will be upon the student's own individual thesis project, which may be completed under the supervision of any full-time member of the department. In addition, however, students also will be expected to participate in evaluations and critiques of the theses being written by the other senior majors in the course. Required of all senior sociology majors, with the exception of those completing an honors thesis. Must be taken the last spring semester in which the student is in residence. Sociology majors must sign up for four credits. Sociology-environmental studies majors should sign up for two credits in Sociology 492 and two credits in Environmental Studies 488, for a total of four credits. *Prerequisites:* Sociology 117, 207 and 367.

498 Honors Thesis x, 2 or 4

Staff

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. Sociology majors must sign up for four credits. Sociology-environmental studies majors who are eligible for honors should sign up for two credits in Sociology 498 and two credits in Environmental Studies 498, for a total of four credits. *Prerequisites:* Sociology 117, 207, 367, and admission to honors candidacy.

Spanish

Chair: Nohemy Solórzano-Thompson
Janis Breckenridge (*on Sabbatical, Fall 2010*)
Carolyn Chandler
Alberto Galindo (*on Sabbatical, 2010-11*)
Nicholas Kramer
Andrea Valenzuela (*on Sabbatical, Spring 2011*)

Courses in Spanish focus on critical thinking and language skills. Areas covered are Peninsular literature, Latin American literature, film and theater, and U.S. Latino and Latina literature and culture.

Placement in Spanish courses: Students who have previously studied Spanish in secondary school, college, or elsewhere must take a placement test before enrolling in a Spanish course at Whitman College. The Spanish place-

ment test provides information on the appropriate course level in which students should register. Students with no previous language experience are not required to take the placement examination.

Students who have already taken a Spanish 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 Spanish will be based on placement test results. Repeat of equivalent coursework will result in Whitman credit with the forfeiture of equivalent transfer credit.

The Spanish major: A total of 34 credits to include:

Twelve credits taken at Whitman in the following required courses: four credits from Spanish 490; and eight credits from any two (2) of these three courses: Spanish 341, Spanish 342, Spanish 343;

At least 22 additional credits to fulfill the following five areas:

- I. At least one course in Peninsular literature taught in Spanish at the 400 level.
- II. At least one course in Latin American literature taught in Spanish at the 400 level.
- III. At least one course in Peninsular, Latin American, or U.S. Latino and Latina film and/or theater taught in Spanish at the 400 level.
- IV. At least one course in U.S. Latino and Latina literature and culture taught in Spanish at the 400 level. This requirement may be filled by a 300- or 400-level seminar taught in English if the course is taken at Whitman and taught by a member of the Spanish faculty.

Note: A course that combines two or more of the four areas listed above can fulfill only one of the areas.

- V. At least one upper-level language skills course from this list: Spanish 306, 320, 321, 325, or 326, or the equivalent in transfer or study abroad credit.
- VI. Remaining credits may be earned through the completion of additional courses at the 300- or 400-level taught in Spanish; one 300- or 400-level seminar taught in English at Whitman

by a member of the Spanish faculty (the course may be listed through world literature, rhetoric and film studies, or through another humanities department); or the equivalent in transfer or study abroad credit.

Note: At least 23 of the 34 credits required for the major in Spanish literatures and cultures must be completed on-campus at Whitman and none may be taken for P-D-F or as independent study. Courses taught in English at other institutions (including study abroad) cannot count toward the major. All courses taught in English used to fulfill the major must be taken at Whitman, be seminars taught at the 300 or 400 level, and be taught by members of the Spanish faculty; no more than eight credits toward the major can be from such courses taught in English. Students interested in applying transfer or study abroad credit toward the major must consult members of the Spanish faculty for approval. AP credits do not count toward the fulfillment of the major or minor requirements in Spanish literatures and cultures.

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

- I. The successful completion of Spanish 490;
- II. The completion of an original research project discussing an aspect of Spanish, Latin American, and/or U.S. Latino and Latina literature, film, or theater. This project will be written in Spanish, use primary and secondary sources, be approximately 20 pages in length (minus footnotes and bibliography), and be approved and guided by the Spanish senior seminar adviser and;
- III. An hour-long oral exam in Spanish, where the student will defend the research project, answer questions about the project in context of the field of Spanish, Latin American, and/or U.S. Latino and Latina literature, film, or theater, and answer general questions about the student's Spanish major program of study.

The Spanish minor: A total of 18 credits to include:

- I. Eight credits from any two (2) of these three courses: Spanish 341, Spanish 342, Spanish 343; these must be taken at Whitman;

- II. A 400-level Peninsular, Latin American, and/or U.S. Latino literature, film, or theater seminar taught in Spanish at Whitman, on study abroad, or the equivalent;
- III. A maximum of eight hours of advanced language skills credit can be counted for the minor (the advanced language skills courses offered at Whitman are Spanish 305, 306, 320, 321, 325, or 326; or the equivalent in transfer credit);
- IV. Additional credits to fulfill the minor may be earned from any other course in Spanish numbered above 326 or equivalent.

Note: At least 12 of the 18 credits for the minor in Spanish literatures and cultures must be completed on-campus at Whitman, and none of these credits may be taken P-D-F or as independent study. Courses taught in English (even if offered through the Spanish department and/or taught by Spanish faculty) cannot be applied toward the minor. Students interested in applying transfer or study abroad credit toward the minor must consult members of the Spanish faculty for approval. AP credits do not count toward the fulfillment of the major or minor requirements in Spanish literatures and cultures.

The Latin American Studies minor for Spanish majors: Twenty credits as follows:

Three Latin American history courses.

Eight credits from among the following supporting courses: Anthropology 250, 259, History 283, 287, 381, 382, 384, 387, 389, 495, Spanish 431, 432, 433, 434, plus 440-449, 467, 468, and World Literature 381-390/Rhetoric and Film Studies 368, when the topic is Spanish American cinema or literature (not to be duplicated in major requirement credit), and other courses by consent of the adviser(s) in Latin American studies.

A minimum of eight credits in Latin American history for this minor must be completed at Whitman, and none of these credits may be taken P-D-F or as independent study.

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

or minor has been declared. Courses numbered 206 and below (or equivalent) will not count toward the major grade-point average in Spanish.

105 Elementary Spanish **4, 4**

Fall: Vale-Medina; Spring: Chandler

106 Elementary Spanish **x, 4**

Vale-Medina

A yearlong progressive basic language course taught principally in Spanish for purpose of communication in and about real-life situations. The course studies Spanish grammar and vocabulary with daily conversation, reading and writing in paragraph-length text, including present tense and three past verb tenses. The course introduces cultural components from four Spanish-speaking countries through art, history, geography, customs, and language. Evaluation includes daily homework and several unit exams. The course meets four periods per week plus required conversation groups. Students with any previous coursework in Spanish are required to take Spanish placement exam before registering. This course is open only to first- and second-year students; other students by consent of instructor.

205, 206 Intermediate Spanish **4, 4**

Chandler

A yearlong in-depth, comprehensive, and progressive language course taught principally in Spanish for mastery of grammar and vocabulary with the purpose of communicating correctly in all four language skills: reading, writing, speaking, and listening. Evaluation includes individual oral presentations, daily conversation, as well as reading and writing in and about real-life situations and literary texts. Language skills include verb forms and uses of all tenses. Introduction to cultural components through history, short stories, a novel, customs, language and geography of Spanish-speaking countries. Other evaluation methods include daily homework and several unit exams. The course meets four periods per week plus required conversation groups. *Prerequisite:* Spanish 106. Students who have not taken Spanish at Whitman previously are required to take Spanish placement exam before registering. This course is open only to first and second year students; other students by consent of instructor.

305, 306 Advanced Spanish: Topics in Contemporary Hispanic Culture **4, 4**

Kramer

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. This course is open only to first- and second-year students; other students by consent of instructor.

320 Reel Dialogues: Language, Conversation, and Introduction to Film Analysis
4; not offered 2010-11

Spanish language cinema provides a stimulating medium for exploring issues of concern in Spain, Latin America and the United States including poverty, discrimination, urban violence, gender and sexuality. This course aims to improve proficiency in speaking and listening at the advanced-intermediate level as well as promote critical thinking through written responses to filmic texts. Course taught in Spanish. *Prerequisites:* Spanish 306 or any other Spanish course taught in Spanish above 306; or consent of instructor. This course is open only to first and second year students; other students by consent of instructor.

321 El/la Problema: Advanced Grammar
4; not offered 2010-11

The course is an intensive study of advanced Spanish grammar through literary and filmic texts. The course will focus on morphology (individual words and structures) and syntax (the order of the words). Topics may include: gender, subject-verb agreement, clauses, verb tenses, and vocabulary. Stress will be given to learning grammar and effective uses of language through class discussion and grammatical drills. Course taught in Spanish. *Prerequisites:* Spanish 306 or any other Spanish course taught in Spanish above 306; or consent of instructor. This course is open only to first- and second-year students; other students by consent of instructor.

325 Translation: Healthcare and Language
4; not offered 2010-11

This course is designed for students with an interest in Spanish-English translation in medicine, including nursing, medical science, human rights advocacy, and scientific research. Spanish-language literary texts and films will be used to explore the following topics: the uses of languages in patient/doctor relationships, health-care access, patients' rights, equality, development, and human rights. Stress will be given to class discussion. The course also requires student participation in a collective translation project focused on public health issues. Course taught in Spanish. *Prerequisites:* Spanish 306 or any other Spanish course taught in Spanish above 306; or consent of instructor. This course is open only to first- and second-year students; other students by consent of instructor.

326 Translation: Public Affairs, the Law and Language
4; not offered 2010-11

This course is designed for students with an interest in Spanish-English translation in fields such as law, immigration, human rights, and development.

Spanish-language literary texts and films will be used to explore the following topics: the uses of languages in the local and federal government, legal aid access, equality, and voters' rights. Special attention will be devoted to the Federal Court Interpreter Certification Examination. Stress will be given to class discussion. The course also requires student participation in a collective translation project focused on public affairs. Course taught in Spanish. *Prerequisites:* Spanish 306 or any other Spanish course taught in Spanish above 306; or consent of instructor. This course is open only to first- and second-year students; other students by consent of instructor.

341 Critical Thinking and Academic Writing: Media/Theater/Performance

4, x Solórzano-Thompson

Reading, analysis, and discussion of representative works from Spain, Latin America, and U.S. Latina/Latino communities. This course focuses on critical thinking and academic writing in Spanish through research papers, oral presentations, and class discussions. Texts studied may include television, film, radio, print and digital media, drama, and performance art. Course taught in Spanish. *Prerequisites:* Spanish 306 or any other Spanish course taught in Spanish above 306; or consent of instructor. Students who have previous work in Spanish are required to take a departmental placement examination for entrance. Note: Spanish 341, 342 and 343 can be taken in any order.

342 Critical Thinking and Academic Writing: Art/Lyric/Verse

4, 4 Fall: Valenzuela
Spring: Solórzano-Thompson

Reading, analysis, and discussion of representative works from Spain, Latin America, and U.S. Latina/Latino communities. This course focuses on critical thinking and academic writing in Spanish through research papers, oral presentations, and class discussions. Texts studied may include art, poetry, and music. Course taught in Spanish. *Prerequisites:* Spanish 306 or any other Spanish course taught in Spanish above 306; or consent of instructor. Students who have previous work in Spanish are required to take a departmental placement examination for entrance. Note: Spanish 341, 342 and 343 can be taken in any order.

343 Critical Thinking and Academic Writing: Fiction/Essay/Literary Criticism

x, 4 Breckenridge

Reading, analysis, and discussion of representative works from Spain, Latin America, and U.S. Latina/Latino communities. This course focuses on critical thinking and academic writing in Spanish through research papers, oral presentations, and class discussions. Texts studied may include short stories, essays, novels, and literary criticism. Course taught in Spanish. *Prerequisites:* Spanish 306 or any other Spanish course taught in Spanish above 306; or consent of instructor. Students who have previous work in Spanish are required to take a departmental placement examination for entrance. Note: Spanish 341, 342 and 343 can be taken in any order.

411 Desperate Housewives: Feminism in Latin American Fiction
4; not offered 2010-2011

This course analyzes diverse constructions of the feminine subject in the narratives of Latin American women writers from across the continent (Chile, Mexico, Brazil, Puerto Rico, Argentina, and Central America). While exploring numerous themes, styles, and literary techniques of the Latin American women's short story, we will discover several recurring themes including: silence, desire and female body, literary representations of asphyxiating societal roles for women, and the creation of feminine/feminist literary discourses. Essays provide a socio-historic, linguistic, and cultural foundation specific to the Latin American context from which to interpret these texts. This course satisfies the Latin American literature requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

417 Visions of Paradise: Latin American Perceptions of What it Means to be Human
4; not offered 2010-11

What does it mean to be human? What does it mean to ask this question? What if, instead of inspiring self-examination, the question leads to the scrutiny and classification of *other humans*? "Definitions" of the human are shaped and determined within concrete power relations rooted in race, class, gender, citizenship and other divisive categories. This course examines perceptions of the human in Latin America, in the context of a specific historical background of premodern colonization; the slave trade; and today's unglamorous entrance of Latin America in the globalized stage. This course satisfies the Latin American literature requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

418 Soulscapes of Prison: Prison Narratives of Latin America

4, x

Valenzuela

The experience of being imprisoned disrupts our perception of the world. However, intellectuals writing from within prison walls give the impression that the experience can conjure up better insights on the world than so-called freedom. Writers who were never imprisoned also have wanted to write about confinement. The course examines fictional and nonfictional prison narratives. It explores the mysterious allure of such narratives and their strange potential for intellectual insight. Is there something about imprisonment that gives insight on free life? Themes discussed include the depictions of race and ethnicity within these narratives. This course satisfies the Peninsular literature requirement or the Latin American literature requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

419 Cannibalizing Cannibalism: Re-appropriations of Savagery in Latin American Literature and Cinema
4; not offered 2010-11

Cannibalism is repellent and fearsome, but also attractive. Colonial power used the term to demonize the natives, which helped justify their enslavement. The colonizer's gaze, however, was also rife with fascination — even desire. The course examines a range of Latin American literary texts and films that explore this dual legacy of cannibalism, and find in it the possibility for cultural empowerment and political agency. Themes discussed include the representation of race and ethnicity in these texts and films. This course satisfies the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

421 Axis of Evil: Law and Literature in Latino America and the Caribbean
4; not offered 2010-11

This seminar focuses on the ways in which different aspects of the law are presented in Latino American and Caribbean literature. Topics to be discussed from the selected literary texts include: crimes and punishments, outlaws, penal systems, the death penalty, police and detective fictions, legality and illegality, and the uses of evidence. Students will be evaluated through papers, presentations, and participation. This course satisfies the Latin American literature requirement or the U.S. Latino and Latina literature and culture requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

425 The Rise of Latinos in the U.S.
4; not offered 2010-11

This seminar focuses on the literature, history, and culture of Latinos in the United States until the 21st century. The seminar addresses the possibilities and consequences of establishing Latino identities and marketing targets. Discussions will focus on politics, socio-economic and cultural issues that form part of the current debates about Latino demographics. Topics to be discussed include: immigration, citizenship, gender and sexuality. Stress will be given to class participation. Readings will include fiction and nonfiction literature along with film and visual arts. This course satisfies the film/theater requirement or the U.S. Latino and Latina literature and culture requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

428 España en el corazón: The Spanish Civil War in Film, Literature, and Art
4; not offered 2010-11

Through a critical examination of the Spanish Civil War (1936-1939) in film, literature, and art, this course will explore the cultural battle surrounding the

Spanish Civil War and its commemoration. Themes discussed include the Medieval and *Reconquista* roots of conflict in the Iberian Peninsula, and the portrayal of gender, sexuality, race and ethnicity in literature and film about the Spanish Civil War. This course satisfies the Peninsular literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish with stress on oral discussion. *Prerequisites*: completion of Spanish 341, or 342, or 343; or consent of instructor.

**437 Green: Eco-Literature in the Americas
4; not offered 2010-11**

This seminar addresses different aspects of nature and the environment as represented in fictional and nonfictional texts from the different regions of this Hemisphere. The seminar seeks to address environmental issues in literature in a comparative manner and therefore will examine texts from a variety of literary traditions. Topics to be discussed include: construction and decay, border issues, urban and rural spaces, utopia and dystopia, and natural history and narration. Writers to be studied may include: Borges, Mike Davis, DeLillo, Faulkner, García Márquez, Hemingway, Sonia Nazario, Mary Oliver, Rulfo, Saer, and Sam Witt. This course satisfies the U.S. Latino and Latina literature and culture requirement for the major in Spanish literatures and cultures. Course taught in English. May be elected as World Literature 339.

**439 The horror, the horror: Gore, Sex, and Politics in Peninsular Film and Literature
4; not offered 2010-11**

Through a critical examination of early, modern, and contemporary Peninsular horror literature and 20th and 21st century Peninsular horror film, this course will explore the political, social, and cultural themes and issues in these texts and their continued symbolic importance in contemporary Spanish imagery. Other themes discussed include the portrayal of gender, sexuality, race and ethnicity in these texts. This course satisfies the Peninsular literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish with stress on oral discussion. *Prerequisites*: completion of Spanish 341, or 342, or 343; or consent of instructor.

**447 Familias y Fronteras: Contemporary Chicana Literature
x, 4 Solórzano-Thompson**

A critical examination of literary and cultural production by self-identified Chicana authors, including fiction, autobiography, poetry, art, film, and performance. Themes discussed will include identity construction, gender and sexuality, performativity, literary criticism and theory. Authors studied may include Sandra Cisneros, Helena María Viramontes, Cherrie Moraga, Josie Méndez-Negrete, Lourdes Portillo, and Ana Castillo. Evaluation will be based on class participation, presentations, a group performative project, and a final research paper tailored to students' majors and interests. This course satisfies the U.S. Latino and Latina literature and culture requirement for the major

in Spanish literatures and cultures. Course taught in English with stress on oral discussion. May be elected as World Literature 329.

**449 The Persistence of Memory: Cultural Representations of Argentina's "Guerra sucia"
4; not offered 2010-11**

This course analyzes aesthetic representations and denunciations of state terrorism, especially forced disappearance and torture, committed during Argentina's latest dictatorial regime (1976-1983). We will explore the artistic and social character of memory culture in Buenos Aires from a variety of perspectives: historical, political, philosophical, psychological and aesthetic. We will consider ethical and epistemological issues arising from remembrance and commemoration, the construction of collective memory, the possibility of adequately knowing the past and the responsibilities of remembering and forgetting. This course satisfies the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites*: completion of Spanish 341, or 342, or 343; or consent of instructor.

**450 Night Chicas: Sex Workers in Film and Literature from Spain, Mexico, and Brazil
4; not offered 2010-11**

A critical examination of film and literature from Spain, Mexico, and Brazil depicting sex workers. Themes discussed will include male and female prostitution, client and sex worker relations, gender roles, immigration, politics, transgender issues, feminism, violence, sex tourism, and the law. Evaluation will be based on class participation, presentations, a group video project, and a final research paper tailored to students' majors and interests. This course satisfies the Peninsular literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish with stress on oral discussion. *Prerequisites*: completion of Spanish 341, or 342, or 343; or consent of instructor.

**451 The Theatre and Poetry of Federico García Lorca
4; not offered 2010-11**

This seminar will examine Federico García Lorca's portrayal of pre-Civil War Spain through close readings of representative theater and poetry works. Other readings will include theoretical and critical texts about García Lorca and Spain. Themes discussed will include gender roles, gay desire, politics, modernism, modernization, modernity, and poetics. Evaluation will be based on class participation, presentations, a group performative project, and a final research paper tailored to students' majors and interests. This course satisfies the Peninsular literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish with stress on oral discussion. *Prerequisites*: completion of Spanish 341, or 342, or 343; or consent of instructor.

452 Puro Metateatro: Pedro Almodóvar's Spain

4; not offered 2010-11

This seminar will examine representative films by Pedro Almodóvar spanning his cinematic career from the 1970s to the present along with key Iberian and global literary texts referenced in these films. The focus of the course will be to decode Almodóvar's multifaceted and often contradictory portrayal of post-Franco Spain through a critical examination of these films and their sources, such as those by Federico García Lorca, Luis Buñuel, Tennessee Williams, Jean Cocteau, and Victor Erice. Themes discussed will include gay desire, transgender issues, violence, sex, politics, and modernity. Readings will also include theoretical and critical texts by Paul Julian Smith, Marsha Kinder, Teresa Vilaros, and Susan Martín-Márquez, among others. Evaluation will be based on class participation, presentations, a group video project, and a final research paper tailored to students' majors and interests. This course satisfies the Peninsular literature and the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish with stress on oral discussion. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

453 Seeing and not Seeing: Photography and Film in Latin American Literature

4; not offered 2010-11

Is the difference between photography and film self-evident? If it's true that "moving" photographs "tell stories," and that only films narrated through accomplished imagery interest us, then the distinction is not so obvious. This seminar explores the representation of photography and film in Latin American literature. It studies photographs and films we don't see but only read about, in texts that use "invisible visual materials" until they alter our notions about their visible counterparts, but which are, themselves, altered in the process. This course satisfies the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

457 Magical Realism

4; not offered 2010-11

Magical realism, with its unique blend of the marvelous and real, was once hailed for uniquely conveying the complex realities of the Latin American continent. Despite recent controversies surrounding the term, magical realism is now viewed as a significant trend in international literature. This course studies the thematic and stylistic development of magical realism in art and literature, considering key texts in their critical and cultural contexts. This course satisfies the Latin American literature requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

460-468 Special Topics Taught in Spanish

4

These courses cover topics in Spanish, Latin American, and U.S. Latino/a literature, film, theater, and culture generally not considered in other courses offered by the department. The specific material will vary from semester to semester. These courses can be counted toward the major and minor in Spanish literatures and cultures. Each course description includes information about the major distribution areas covered by each course.

460 ST: Buenos Aires, Pampa, Patagonia: Argentina in Literature and Film

4, x

Kramer

This course will study representations of Argentina in 19th and 20th century literature and film. The course will analyze texts using Benedict Anderson's construction of the nation as an imagined community and by tracing key moments of the literature and history of Argentina: the waves of Spanish, Italian and Jewish immigrants who came in the nineteenth century; the myth of the gaucho; the bustling European metropolis of Buenos Aires; Patagonia and the end of the earth; the presence of figures like Charles Darwin and William Henry Hudson; and the Malvinas Islands (Falklands). This course satisfies the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor. Distribution area: humanities and alternative voices.

469 Anti/Fictions: Metafiction in Hispanic Fiction and Film

x, 4

Breckenridge

Self-referential novels unmask the conventions of literary invention, openly scrutinizing their narrative and linguistic identity. The authors of these (anti) fictions overtly thematize language and referentiality, techniques of novelization, and the complex relationship between fiction and reality. Our study of the theory and practice of metafiction emphasizes fictional creation (the world of the writer) and reader reception (the world of the reader) while considering recurring stylistic trends including parody and interior duplication. Does this self-conscious awareness signify a radical attack upon realism or a revolutionary continuation of social-realist tradition? This course satisfies the Peninsular literature requirement, the Latin American literature, and the film/theater, requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisites:* completion of Spanish 341, or 342, or 343; or consent of instructor.

470, 471 Special Topics Taught in English

4

These courses cover topics in Spanish, Latin American, and U.S. Latino/a literature, film, theater, and culture generally not considered in other courses offered by the department. These courses taught in English include Spanish-language material in translation and/or present English-language literary and

cultural production by Hispanic and Latino/a populations in the United States. The specific material will vary from semester to semester. These courses can be counted toward the major in Spanish literatures and cultures as electives, but do not count toward the minor in Spanish literatures and cultures as they are taught in English.

490 Senior Seminar

4

A critical study of selected primary sources in Peninsular, Latin American, or U.S. Latino/a literature, culture, theater, or cinema. Topics vary. Required of and open only to senior Spanish majors. Offered every fall.

490 Senior Seminar: English v. Spanish

4, x

Solórzano-Thompson

This seminar will introduce students to relevant theory and research methodologies in Spanish, Latin American, and U.S. Latina and Latina literary and cultural studies. The seminar will focus on the process of academic writing, devoting special attention to the development and completion of the senior project and assessment in Spanish. Topics in academic writing will include: project proposal, analysis of primary and secondary sources, methodology, and theoretical frameworks. Readings will include primary and secondary sources reflecting both established and current directions and research in the discipline. Required of and open only to senior Spanish majors.

491, 492 Spanish: 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 Peninsular literature, Latin American literature, film and/or theater, and/or U.S. Latino and Latina literature and culture. Independent study courses do not count toward the major or minor in Spanish literatures and cultures; and under no circumstances will an independent study be designed as a language skills course. The student must propose a project, arrange a scheduled time to discuss (in Spanish) the project and its progress with the faculty member, complete the project and submit written evidence (in Spanish) of the work. Evidence of the work also may be presented in an oral or multimedia format in Spanish, but the presentation must include or be accompanied by some written component commensurate to the credit awarded for the course. *Prerequisites:* a) Spanish 306 or any other Spanish course taught in Spanish above 306; 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 Spanish department.

Sport Studies, Recreation and Athletics

Chair: Dean Snider

Jennifer Blomme

John Kerwin

Malcolm Dunn

Peter McClure

John Eckel

Skip Molitor

Michelle Frenz

Jeff Northam

John Hein

Scott Shields

Jared Holowaty

Mike Washington

Adjunct Instructors:

Laura Cummings

Sam Norgaard-

Juli Dunn

Stroich

Michele Hanford

Brien Sheedy

Amy Molitor

Rebecca Thorpe

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 offer lecture and applied coursework in sport studies, recreation, athletic training and athletics.

Activity Courses

The following courses are designed to provide the student with knowledge, guidance, and practice in a wide variety of sport and recreational activities. A maximum of eight activity course credits will be allowed toward the graduation requirement. All activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; **other activity courses may not be repeated for credit.** Special fees will be assessed in some

courses. "F" indicates the course is offered the fall semester and "S" the spring semester.

Individual Fitness Activities

100	Beginning Weight Training	F,S
101	Beginning Aerobic Conditioning	F,S
102	Jogging	F,S
103	Sport Yoga	F,x
104	Beginning Yoga	F,S
105	Beginning Speed and Agility Training	F,x
107	Self-Defense Fitness	x,x
109	Sportsmetrics	x,x
123	Pilates	F,S
125	Walk-Fit	F,S
201	Intermediate Total Body Conditioning	F,S
202	Intermediate Weight Training	F,S
204	Intermediate Yoga	x,S
205	Advanced Speed and Agility Training	F,x

Outdoor Skills Activities

127	Beginning Fly Fishing (fee: \$50)	F,x
137	Beginning Indoor Rock Climbing (fee: \$125 - <i>no trip required</i>)	F,S
138	Rock Climbing (fee: \$150 - <i>trip required</i>)	F,S
139	Flatwater Canoeing (fee: \$160)	x,x
140	Beginning Kayaking (fee: \$160)	F,S
142	Wilderness Skills (fee: \$75)	x,x
226	Glacier Mountaineering (fee: \$400)	x,x
237	Intermediate Indoor Rock Climbing (fee: \$125 - <i>no trip required</i>)	F,S
238	Intermediate Rock Climbing (fee: \$150 - <i>trip required</i>)	F,S
250	Intermediate Kayaking (fee: \$180)	F,x
350	Advanced Kayaking (fee: \$275)	x,x

Individual Sports

117	Beginning Golf (fee: \$90)	x,x
121	Triathlon Sports	x,x
217	Intermediate Golf (fee: \$90)	x,x

Dual Activities

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

Winter Sports

112	Beginning Skiing (fee: \$275)	x,S
113	Cross Country Skiing (fee: \$225)	x,x
114	Beginning Snowboarding (fee: \$275)	x,S
115	Beginning Telemark Skiing (fee: \$340)	x,S
118	Beginning Ice Skating (fee: \$75)	F,S
212	Intermediate Skiing (fee: \$275)	x,S
214	Intermediate Snowboarding (fee: \$275)	x,S

218	Intermediate Ice Skating (fee: \$75)	F,S
312	Advanced Skiing (fee: \$275)	x,S
314	Advanced Snowboarding (fee: \$275)	x,S

Aquatics

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

Team Sports

150	Soccer	x,x
151	Beginning Volleyball	x,x
251	Intermediate Volleyball	x,S

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,x
263	Intercollegiate Tennis (women)	x,S
264	Intercollegiate Tennis (men)	x,S

240 Wilderness First Aid I; not offered 2010-11

This Wilderness First Aid/Wilderness First Responder recertification course is an introductory-level course designed to provide leaders, guides and rangers an introduction to first aid and patient care in remote settings. Special topics include, but are not limited to: wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, plus up-to-date information on environmental emergencies. Emphasis is placed on principles of treatment and 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 four-hour CPR section of the course will be taught over one weekend. Please check with instructor for refund policy. Graded credit/no credit. Fee: \$225.

242 Wilderness First Responder x, 2

Sheedy

This Wilderness First Responder course is a nationally recognized course that trains participants to respond to emergencies in remote settings. The 80-hour curriculum includes standards for urban and extended care situations. Special topics include but are not limited to wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, plus up-to-date information on

all environmental emergencies along with advice on drug therapies. Emphasis is placed on prevention and decision making, not the memorization of lists. Upon successful completion of practical and written exams a two-year WMI of NOLS Wilderness First Responder certification and a two-year Adult Heartsaver CPR certification will be issued. Graded credit/no credit. *Fee*: \$580.

248 Climbing Wall Instructor

1, x **Sheedy**

The Climbing Wall Instructor course provides instructors and potential instructors with an in-depth and standardized understanding of the skills essential to teaching climbing in an indoor setting. It is the first step in a sequential approach to professional climbing instructor development. The course reinforces the importance of teaching technically accurate information and debunks many common climbing myths. The course emphasizes the presentation of sound fundamental skills to climbing gym participants, the use of deliberate and effective instructional methods, the formation of risk assessment and risk management skills and basic problem-solving skills such as belay transitions and on wall coaching and assist techniques. Participants will be assessed on both their core knowledge and their ability to effectively teach and coach related skills. Graded credit/no credit. *Fee*: \$150.

342 Wilderness Expedition: Glacier Mountaineering

1; not offered 2010-11

A course designed for individuals interested in developing wilderness expedition skills in a variety of skill areas. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness evaluation and avoidance, hard and soft skill development, conflict resolution, leave no trace, rescue skills, leadership techniques, multiday trips, rigging, and group management techniques. Sea kayaking, glacier mountaineering, backcountry skiing and whitewater boating are the four types of expeditions that will be offered, and these topics will rotate from year to year. This class will involve preparation classes at Whitman before going on the expedition, which will run for one or two weeks and would occur during Spring Break. Graded credit/no credit. *Prerequisites*: consent required. *Fee*: \$400.

Lecture Courses

These professional courses are designed for students who wish to study the theory, methods and philosophy of physical education and to develop leadership skills in the field.

200 First Aid

x, 1 **Ferenz**

A course designed to prepare students to give emergency treatment before regular medical care can be given. CPR and first aid certification may be earned. Graded credit/no credit. *Fee*: \$20.

284, 285 Athletic Leadership I, Athletic Leadership II

1, 1 **Ferenz**

The goal of this course is to introduce student leaders on athletic teams to leadership education. Students will examine leadership characteristics and theories and apply them to the athletic setting. Weekly seminars will be mixed with guest lecturers from the Whitman community that epitomize various leadership qualities. Students will keep weekly journals tracking their progress in leadership development and analyzing their application of various leadership principles. Students also will complete two group projects (one each semester). Graded credit/no credit.

308 Lifeguard Training

x, 2 **Blomme**

A course designed to certify a student in lifeguarding. The course will include both classroom and pool instruction; topics covered include personal safety, water rescue, guarding technique and CPR. *Fee*: \$20.

328 Women and Sport 2; not offered 2010-11

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. Offered in alternative years.

329 The Story of Sport 2; not offered 2010-11

The course will address what elements of the athletic experience make sports such a popular topic of fiction. Through reading short stories, novels, and viewing films, students will examine both the retelling of sports moments as well as what it is about sport that draws our attention. Themes to be studied will include the underdog, teamwork, leadership, and cheating. Students also will be asked to examine the significance of sports stories in their social and historical contexts.

332 River Guide Leadership

x, 2 **Norgaard-Stroich**

A course designed for individuals interested in developing the technical skills, leadership skills and theoretical foundations for leading trips in a dynamic river environment. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness and avoidance, legal implications, hard and soft skill development, conflict resolution, leave no trace, river hydrology, rescue skills, leadership techniques, multiday trips, rigging, and group management techniques. Skills for paddle rafts and oar rigs will be the focus of this course but management of other whitewater crafts such as kayaks may be discussed. *Prerequisite*: consent of instructor. *Fee*: \$375.

334 Sea Kayak Guide Leadership

2, x **Norgaard-Stroich**

A course designed for individuals interested in developing the technical skills, leadership skills,

seamanship skills and theoretical foundations for leading kayak-touring trips in both ocean and inland water environments. The skills and theories covered will be directed toward safety and risk management, travel skills, rescue procedures, boat-handling skills, leadership, hard and soft skill development, conflict resolution, leave no trace practices, expedition planning, navigation and group management. This course will alternate between being offered locally and being offered in more distant locations so as to provide different teaching environments and different economic choice. Note: This is a theory class offered with standard grading. *Prerequisite:* consent of instructor. *Fee:* \$400.

335 Applied Sport Psychology 2; not offered 2010-11

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 Improvised Rock Rescue Systems 1; not offered 2010-11

This course is designed to train skilled lead climbers in improvised self-rescue systems for technical rock climbing. It is useful for both single pitch and multi-pitch climbers. It is especially useful for instructors and advanced climbers to help them both analyze and mitigate potential hazards and problems. It also will enable them to initiate self-rescue through a variety of tried and true systems that can be combined and used in various ways. Ascension systems, escaping the belay, passing a knot, lowering systems, raising systems, counterbalance rappels, assisted rappels and other rescue concepts will be covered. *Prerequisites:* SSRA 238 or 387 or consent of instructor. *Fee:* \$50.

340 The Theory of Strength and Conditioning 2; not offered 2010-11

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:* SSRA 100 and 202 or consent of instructor.

348 Coaching Science 3; not offered 2010-11

The course will cover the basic exercise sciences used in coaching. Sections of the course include topics in biomechanics, exercise physiology, and motor learning. Through lecture, discussion, and readings the course will attempt to provide a bridge between the theory of sport sciences and practical application in sport.

357 Coaching Soccer x, 2

Washington

A course designed for students interested in coaching soccer at the high school level. Stress is placed on the basic fundamentals of soccer and theories of offense and defense, including methods of teaching these phases. Offered in alternate years.

359 Coaching Baseball 2, x

Holowaty

A course designed for students interested in coaching baseball at the high school level. Stress is placed on the basic fundamentals of the game and on the various methods of teaching these phases.

360 Coaching Basketball 2, x

Ferenz

A course designed for students interested in coaching basketball at the high school level. Stress is placed on the basic fundamentals of the game and on the various methods of teaching these phases. Offered in alternate years.

367 Coaching Swimming 2; not offered 2010-11

A course designed for the competitive swimmer and/or aquatics student interested in coaching swimming at the club or high school level. Emphasis is placed on analysis of strokes, starts and turns, training techniques, workout design, dry-land training, and psychology of coaching. Includes a coaching practicum with the local U.S.S. team. Offered in alternate years.

369 Coaching Volleyball 2; not offered 2010-11

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 2010-11

A course designed for students interested in coaching tennis at the high school level, club, and/or parks and recreation department. Stress is placed on preparing for the U.S. Professional Tennis Association (USPTA) coaching certification test. The course offers a weekly on-court practicum experience with players of varying ability. *Prerequisite:* consent of instructor.

377 Intercollegiate Sport Management x, 3 Shields

This course will present the basic principles and current issues in management, communications, facilities, marketing, and governance as these relate to NCAA intercollegiate sports on college campuses.

378 Coaching Skiing 2; not offered 2010-11

A course emphasizing technique and methods of ski coaching: alpine-slalom and giant slalom skiing; cross country freestyle and classic skiing. The course will be scheduled for the fall semester to allow for both classroom and on-snow instruction. It will prepare students for the rigors of U.S. Ski Coaches Association certification exams. Offered in alternate years.

380 Outdoor Leadership x, 2 Sheedy

A course designed for individuals with a considerable interest and experience in at least one outdoor adventure sport who are interested in leading or organizing adventure trips. The skills and theory covered will be directed toward mountain and whitewater adventures, food planning, legal implications of leadership, hazard awareness and avoidance, navigation, avalanche awareness, mountain first aid, and minimum impact camping. Several weekend outings will be coupled with classroom studies. Not open to seniors. *Fee:* \$175.

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: Single Pitch Instructor Course x, 3 Sheedy

This course is designed for strong climbers interested in becoming climbing instructors and managing an institutional single pitch 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, single pitch rescue techniques, teaching techniques, route setting and climbing wall management. *Prerequisite:* consent of instructor. *Fee:* \$400.

390 Introduction to Sports Medicine 4, 4 J. Dunn

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 Eckel

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. Not open to students who have completed SSRA 396 or 399. *Fee:* \$30.

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

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 Staff

This course will explore current topics and issues in physical education. Discussions will center around selected readings and topics.

Theatre

Chair: Thomas G. Hines
Cynthia Croot
Christopher Petit
Nancy Simon
Robin Waytenick Smasne
Kevin Walker

Courses and dramatic productions are offered to provide the student with rigorous, demanding professional training and a cultural background with which to attain the highest standards in theatre.

All classes without stated prerequisite or an indicated level of difficulty are recommended to any student, regardless of class standing.

The Theatre major: Theatre 125, 245, 246, 247, 248, and 490; one course to be selected from Theatre 278, 345, 366; four courses to be selected from Theatre 233, 234, 371, 372, 377, 379; two credits in Theatre 231, 232; to provide a minimum of 35 credits.

The Theatre minor: Theatre 125, Theatre 245 or 246; three courses to be selected from Theatre 233, 234, 371, 372, 377, 379; one credit in Theatre 231 or 232.

107 Introduction to the Theatre 3, x

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: Croot, Petit; Spring: Croot**

Designed to help the student begin to realize his/her potential as an actor and to help him/her find a systematic way of approaching a role. Emphasis on concentration, imagination, movement, working in terms of objectives and responding to others. Students engage in acting exercises, scene work and assigned reading. Open only to first-year students and sophomores.

126 Beginning Acting II

x, 3 **Petit, Croot**

A continuation of Theatre 125. Students build on the acting fundamentals they learned in Beginning Act-

ing I. Includes additional scene work, acting exercises, and assigned reading. *Prerequisite:* Theatre 125.

222 Computer Applications for the Theatre 3; not offered 2010-11

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). *Prerequisite:* consent of instructor.

225, 226 Intermediate Acting 4, 4

N. Simon

First semester: an actor's work on text, approaches to playing Shakespeare, acting in plays of the Restoration and 18th century. Second semester: acting in plays of the late 19th century, approaches to playing Chekhov, acting in contemporary nonrealistic plays, preparation of a formal audition. *Prerequisite for 225:* Theatre 126. *Prerequisite for 226:* Theatre 225.

231, 232 Rehearsal and Performance 1, 1

Staff

Rehearsal and performance by selected students in major productions. Course exempted from 18-credit enrollment limitation. Activity credit limitation applies. May be repeated for not more than two credits per semester. Graded credit/no credit. *Prerequisite:* consent of instructor.

233 Theatre History from the Middle Ages to 1800

4, x

N. Simon

The history of European theatre from the Middle Ages through 1800, examining as appropriate social, political, and religious attitudes, architecture, design and technical practice, business and administration, acting, audiences, and critical theory. Emphasizes the practical value of theatre history for the student attending or working in today's theatre. Three periods per week. Students complete written or practical projects. Offered in alternate years.

234 Nineteenth Century Theatre History

x, 4

N. Simon

The history of European and American theatre from 1800-1900. Examines, as appropriate, social/political/religious attitudes, architecture, design and technical practice, business and administration, acting, directing, audiences, and theory. Emphasizes the practical value of theatre history for the student attending or working in today's theatre. Students complete written or practical projects. Offered in alternate years.

242 Seminar in Contemporary Theatre

x, 3

N. Simon

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

Walker

An introduction to the elements of theatre technology. Emphasis is given to the production process, the organization of personnel, the equipment and architecture of the theatre, and the equipment and techniques used in the construction, rigging, and painting of scenery. Class lectures and discussions are complemented by production assignments. *Corequisite:* Theatre Lab 247. Open to all students.

246 Play Production

x, 3

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. *Corequisite:* Theatre Lab 248. Open to all students.

247 Play Production Laboratory

1, x

Smasne, Walker

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

Smasne, Walker

Laboratory exercises in theatre technology. Lab projects will allow practical applications of the class materials covered in Play Production 246. Open to all students. May be repeated for credit.

259 Voice and Movement for the Actor

4, x

Petit

Focuses on the kinesthetic and vocal development of the actor. Through physical and vocal exercises, experiential workshops, and the study of performance skills, the course is designed to increase the students' access to their physical instruments and their ability to articulate themselves on stage. Students prepare scenes, poetry, and projects.

269 Performance Ensemble

4; not offered 2010-11

This course focuses on the practical application of performance techniques from 259, honing skills toward creating actor-generated material. Through composition, improvisation, and character study, the class will develop a physical approach to the craft of acting, and work as an ensemble to create an original performance.

277 Costume Construction Techniques

3, x

Smasne

An introduction to theatre costume construction through hands-on projects tailored to the student's skill level. Emphasis is placed on the techniques necessary for creating costumes and includes hand sewing and

machine sewing from commercial patterns with an introduction to costume design principles.

278 Costume Design

x, 3

Smasne

The process of designing costumes for the theatre taught through projects and class discussions. Includes an introduction to script analysis, period research, and rendering techniques for the costume designer.

345 Lighting Design for the Theatre

3, x

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.

357 Theory and Performance

x, 4

Croft

What theories have inspired contemporary avant-garde theatre, installation and performance art, tanz-theatre, experimental video/film and new media? In this interdisciplinary course we will chart the evolution of performance theory from the writings of Bertolt Brecht to the present day. We will explore how artists have embraced and challenged these emerging forms, and examine seminal works from each genre in their historical, political, and social contexts. Designed to bring students from a variety of disciplines (art, art history, theatre, dance, film and video, etc.) into a collaborative forum; coursework will include outside readings, in-class screenings, class discussions and short essays, as well as group and individual projects.

365 Graphics for the Theatre: Scenic

Drafting and Modeling

4; not offered 2010-11

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; not offered 2010-11

The process of communicating theatrical design concepts and solutions using graphic techniques. Emphasis on drawing, rendering and scene painting.

Projects will reflect established theatre graphic standards and the criteria for portfolio presentations.

371 Dramatic Literature: Medieval through Eighteenth Century
4; not offered 2010-11

A course in the history and development of Western drama from the Middle Ages through the 18th century. Dramatists to be studied may include the Wakefield Master, Marlowe, Shakespeare, Jonson, Lope de Vega, Molière, Racine, Congreve, Beaumarchais, and Sheridan. May be elected as English 371 or World Literature 371. Offered in alternate years.

372 Literature of the Modern Theatre
4; not offered 2010-11

A study of the directions modern drama has taken from the 19th century to the present. Dramatists to be studied may include Büchner, Ibsen, Strindberg, Chekhov, Shaw, Pirandello, O'Neill, Brecht, and Pinter. May be elected as English 372 or World Literature 372. Offered in alternate years.

377 Ancient Theatre
4, x

Burgess

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

379 Theatre History: The Twentieth Century
4; not offered 2010-11

An exploration of influential developments in the idea and practice of theatre during the 20th century. *Prerequisite:* Theatre 233 or 234. Offered in alternate years.

381, 382 Special Topics
1-4

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

381 ST: Collaboration and Concept in the Theatre

1, x

Smasne

A one-credit seminar on communication, inspiration, concept and collaboration in the theatre. Each week theatre teams consisting of a director and two designers will explore and then present alternative concepts for a selected script. Presentations will be given through a concept statement presented by the team director and visual presentations given by the two designers. Team players switch roles with each new assignment and explore the communication requirements inherent in the collaborative process. Distribution area: fine arts.

382 ST: Figuretheater and Masks/The Link Between Matter and Thought

x, 2

Ponti

The course will use a range of subjects, manipulation techniques and materials to show the scale and reach of contemporary puppet theater. Minimalist poetic imagery will require precise movements that are broken down in creating nonverbal understanding of the story. Each student will create a scarf/rod puppet, a cheesecloth or scarf mask, and a foam rubber neutral puppet, and the class will create a program of scenes using these puppets. *Prerequisite:* one previous theatre class at Whitman. Distribution area: fine arts.

465 The Director in the Theatre I
4, x

N. Simon

Through reading, discussion, exercises, and scene work, explores the history, function, requisite skills, and ongoing preparation of the director in the theatre. Considers play selection and analysis; the director's work with the playwright, designer, stage manager, and dramaturge; casting; rehearsal procedures, and the director's work with the actor. *Prerequisites:* junior standing, consent of instructor, a basic acquaintance with dramatic literature and the work of the actor, designer and theatre technician.

466 Director in the Theatre II
4, 4

Staff

Based on an apprenticeship model, this course serves as a continuing exploration of the directing process. The requirements include acting as assistant director for a faculty-directed season production from research through performance and completing an independent directing project. The latter might be for Lunchbox Theatre, the Student One-Act Play Contest, a high school or community theatre, or another venue approved by the instructor. *Prerequisite:* Theatre 465 and consent of instructor.

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 foreign languages and literatures and Spanish departments. The material may be drawn from various literatures such as Chinese, French, German, Japanese, and Spanish.

The minor in World Literature: A minimum of 20 credits in world literature to include at least three courses numbered above 300 and at least one course numbered below 300.

200 The Literature of Peace

4; not offered 2010-11

Reading and discussion of a group of religious peace activists of the 20th century (Dorothy Day, Gandhi, Martin Luther King, Jr., Thomas Merton, Abraham Joshua Heschel, Daniel Berrigan, Thich Nhat Hanh, and Bernie Glassman) and of the religious texts that inspired their nonviolent theories. Some films and videos will be incorporated into the class. Several papers; oral presentations in class; no exams. Open to all students.

201-204 Special Topics in World Literature, Intermediate Level

4

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

201 ST: The Sinhala Language

x, 4

Walters

This course is designed to introduce students to the history, literature, and structure of Sinhala, the language of about 18 million Sri Lankans, as a window onto the substantive history and characteristics of South Asian (Sanskritic) languages, and more general

questions about language in culture and history. The course will be based on discussion of primary texts in translation and secondary scholarship, punctuated by general lectures for context and periodic sections devoted to actual language learning in the service of discussion topics. Students with previous background in Sinhala or another South Asian language, including Sanskrit, are encouraged to consult with the instructor to design independent work at their level of proficiency, but no previous background is assumed. Open to all students. May be elected as Asian Studies 201. Distribution areas: humanities, alternative voices.

300 The Fairy Tale

4; not offered 2010-11

In this course, we will study one of the most appealing and enigmatic literary forms in human history: the fairy tale. Although focused on the German tradition and the tales of the Brothers Grimm, we will strive for a sense of the international and intercultural context of the tales. We will approach the tales from a variety of perspectives — structuralist, historical, sociological, and feminist, among others. In addition to the more traditional folk tales, we also will study some of the art tales written by authors such as Johann Wolfgang von Goethe, E.T.A. Hoffmann, Hans Christian Andersen, and Oscar Wilde. All discussion in English. May be elected for credit in German or World Literature. Students taking the course for German credit will be expected to read the tales of the Brothers Grimm in German and write written assignments in German; students taking the course for credit in World Literature will read and write in English. *Prerequisites:* any of the following: German 250, or any 300-level German course, placement exam, or consent of instructor.

303 German Film and the Frankfurt School

4; not offered 2010-11

In this course, we will review the masterpieces of German-language cinema, beginning with such expressionist works of art as Wiene's *The Cabinet of Dr. Caligari*, Murnau's *Nosferatu*, Lang's *Metropolis*, and Sagan's *Mädchen in Uniform*. We also will study Nazi film, particularly Leni Riefenstahl's work. Among the postwar directors that we study will be Fassbinder, Herzog, and Wenders. Queer German filmmakers such as Praunheim and Treut will receive special attention. The course will conclude with recent critical and popular successes such as *Run Lola Run* and *The Lives of Others*. As a critical lens, we will rely heavily on psychoanalytic and Frankfurt School criticism, focusing on writings by Sigmund Freud, Walter Benjamin, Siegfried Kracauer, and Theodor Adorno. In addition to class meetings, a weekly video screening of approximately two hours is required. All discussion in English. Students taking the course for German credit will be expected to watch the films without subtitles and complete written assignments in German; students taking the course for credit in world literature or rhetoric and film studies will generally watch films with subtitles and write in English. May be elected as German 303 or Rhetoric and Film Studies 303.

317 Classical Chinese Drama 4; not offered 2010-11

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

319 Environmentalism and Nature in German Culture

x, 4

Babilon

Nature has played an essential role in German culture and the German imagination, from the fairy tale to the modern environmental movement. In this course we'll explore various manifestations of these interests from Romantic literature to contemporary performance art and installations. We'll examine the works of poets, novelists, dramatists, philosophers, musicians and artists, as well as the effects of these works on movements such as *Heimatkunde* from the 19th century to the present, Schleiermacher's religion of the soil, the artist colony at Monte Verità, land reform of the 1920s, nationalism, the restoration vs. reconstruction debate, the growth of the Green Party, environmentalism in East and West Germany and modern sustainability programs. Requirements: Preparation of readings for class discussion, one or two class presentations, and two papers. Students wishing to take this course for German credit must register for German 319 and complete readings and written assignments in German. May be elected as German 319.

320 Race, Trauma, Narrative 4; not offered 2010-11

This course examines the concept of racial trauma in contemporary literature and literary theory. Often described as a hallmark of modern life, trauma has attracted critical attention as a limit case through which to explore the nature of language, memory and the self, and the ethical and political implications of representing violence. Taking postcolonial French texts as a point of departure, this course asks how race and trauma intersect, and how their study illuminates relationships between the personal and the collective; the historical and the transhistorical; narrative genre and transmission; and witnessing, writing and power. May be taken for credit toward the French major. Next scheduled for Fall 2011.

325 Imagining Community through Contemporary Japanese Fiction and Film

4, x

Shigeto

In this course we will explore selected works of Japanese fiction and film created during the "post-modern" period (from 1980 to the present.) During this period, the sense of belonging to a traditional community such as nation and family is said to have weakened — or perhaps dissipated altogether — in Japan. The overarching question we engage with is

what kinds of different communities and subjectivities are imagined in and through literary and filmic texts during this period. Hence, we will not treat these works merely as representations of contemporary Japanese society but also as the sites where creative efforts to imagine different forms of community are unfolding. We will conduct close readings of each literary and filmic text and examine their varying functions within their socio-historical context particularly the economic bubble and subsequent recession. In order to do a contextual reading, along with assigned fiction and filmic texts, we will read works from such fields as cultural studies, anthropology, and critical theory. In so doing, students will be expected to constantly question their assumptions about contemporary Japanese culture and society. May be elected as Rhetoric and Film Studies 325.

326 The Femme Fatale: The Question of "woman" in Modern Japanese Fiction

x,4

Shigeto

Women have often been represented as idealized, seductive, and dangerous femme fatales in Japanese literature. In this course we shall trace and analyze various literary configurations of femme fatales specifically in the context of late 19th century and 20th century Japan. The questions we shall engage with will include: what are the implications of the femme fatale in the construction of male subjectivity and what constitutes a modern subject? We shall also investigate how some literary works, particularly those written by women writers, offer understandings of female subjectivity that are irreducible to an idealized object of male desire or to a marginalized figure lacking full-fledged selfhood. The writers whose works we will read include Mori Ōgai, Izumi Kyōka, Tanizaki Jun'ichirō, Kawabata Yasunari, and Enchi Fumiko. We will bring primary works of fiction into dialogue with supplementary critical and theoretical materials. May be elected as Gender Studies 326.

327 Masterworks of Classical Japanese Literature

4; not offered 2010-11

Japanese prose and poetry from the eighth through the 19th centuries. Works include *The Manyōshū*, Japan's earliest poetic anthology; *The Tale of Genji*, the first novel in the world to be written by a woman; *The Tale of the Heike*, describing the rise of the samurai ethic; the poems of Saigyō and Ryōkan; and the *haiku* of Bashō and Buson.

328 Haiku and Nature in Japan 4; not offered 2010-11

This course will enter the *haiku* / *haikai* world by reading poems and essays by two *haiku* poets, Bashō (1644-1694) and Issa (1763-1827), and stories by Japan's first Nobel Prize winning novelist, Kawabata Yasunari (1899-1972). The course will explore the nexus between Haiku and Mahayana Buddhist thought and trace how writers and poets and monks shared a literary and religio-aesthetic vocabulary to express an insight into the human condition, the nature of reality, time

and eternity, world and nature. Environmental studies students may use this course to satisfy humanities distribution requirements in the major. Environmental humanities students may use this course as one of the three elective courses required for their major.

329 Familias y Fronteras: Contemporary Chicana Literature

x, 4 Solórzano-Thompson

A critical examination of literary and cultural production by self-identified Chicana authors, including fiction, autobiography, poetry, art, film, and performance. Themes discussed will include identity construction, gender and sexuality, performativity, literary criticism and theory. Authors studied may include Sandra Cisneros, Helena María Viramontes, Cherrie Moraga, Josie Mendez-Negrete, Lourdes Portillo, and Ana Castillo. Evaluation will be based on class participation, presentations, a group performative project, and a final research paper tailored to students' majors and interests. This course satisfies the U.S. Latino and Latina Literature and Culture requirement for the major in Spanish Literatures and Cultures. Course is taught in English with stress on oral discussion. May be elected as Spanish 447.

330 Introduction to Chinese Film 4; not offered 2010-11

What is *Chinese* cinema and what is Chinese *cinema*? We will explore this question through an introduction of major authors, genres, and cinematic movements in China, Hong Kong, and Taiwan from the 1930s to the present. Combining textual analysis and readings in socio-cultural background, this course examines what has shaped Chinese film industry and screen imagery. Among other things, it will focus on: the genre structuring of Chinese films in relation to Hollywood and European cinemas and the ways nation, gender, social and private space are imagined and constructed on the silver screen. All films are subtitled in English. No prerequisite in Chinese language is required. This course should be of interest to students in Cinema Studies, Asian Studies, Comparative Literature, Media Studies, and Postcolonial Studies.

339 Green: Eco-Literature in the Americas 4; not offered 2010-11

This seminar addresses different aspects of nature and the environment as represented in fictional and nonfictional texts from the different regions of this Hemisphere. The seminar seeks to address environmental issues in literature in a comparative manner and therefore will examine texts from a variety of literary traditions. Topics to be discussed include: construction and decay, border issues, urban and rural spaces, utopia and dystopia, and natural history and narration. Writers to be studied may include: Borges, Mike Davis, DeLillo, Faulkner, García Márquez, Hemingway, Sonia Nazario, Mary Oliver, Rulfo, Saer, and Sam Witt. This course satisfies the U.S. Latino and Latina literature and culture requirement for the major in Spanish literatures and cultures. Course taught in English. May be elected as Spanish 437.

350 The Holocaust: Documentations and Representations

x, 4 Blau

What can we say now about the Holocaust? What has it meant to bear witness, to document, to remember, from the time of the Second World War until today? In this course we will explore answers to these questions in texts from a variety of genres, including history, diary, memoir, poetry, fiction, and film. These texts will treat Jewish life in Germany and Austria from Hitler's rise to power until the war's end, Jewish experiences in Eastern European ghettos and camps, and post-Holocaust writing on coming to terms (or not) with the past, and ways in which that past is represented. Readings may include works by Victor Klemperer, Ilse Aichinger, Ruth Klüger, Nelly Sachs, Paul Celan, Peter Weiss, and Bernhard Schlink, as well as historical and theoretical analyses. Students taking the course for German credit must register for German 350, and will be expected to complete writing assignments and all available reading assignments in German. May be elected as German 350.

357 The Story of the Stone (or Dream of the Red Chamber) 4; not offered 2010-11

Also titled *The Twelve Ladies of Jinling*, this 120-chapter masterpiece written in the 18th century is China's most famous and generally considered its greatest novel. Its appreciation of well-educated and talented women is unprecedented in Chinese history. This novel chronicles the rise and fall of an aristocratic family of hundreds of characters living in a huge garden inside a mansion complex. We see how the major characters, mostly in their teens, eat, drink, study, write poetry, play games, watch plays performed by the family's troupe, and manage the household. This course studies gender issues (including homosexuality), philosophy and religion (Confucianism, Buddhism and Daoism as presented in the novel), as well as traditional Chinese narrative. Two short papers and a final paper.

359 China's Brave New World: Twentieth Century Chinese Literature

4, x He

An introduction to Chinese literature from the early 20th century to the present. In China the written word was traditionally treated as a link between people who were otherwise divided by mutually unintelligible dialects. The institution of a new modern vernacular in the 20th century therefore constituted an inaugural moment in modern Chinese history, opening up literature to a much larger audience for the imagination of a new China. How would Chinese literature shape and be shaped by the imagination of the new China? How would modernity/revolution be naturalized through native traditions (such as martial arts genres and ecological romanticism)? How would women, youth, and established artists find a place in larger dialogues? We will discuss these questions through reading major works and literary movements in China, Taiwan, and Hong Kong. The course is conducted in English. No prerequisite in Chinese language is required.

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 2010-11

A course in the history and development of Western drama from the Middle Ages through the 18th century. Dramatists to be studied may include the Wakefield Master, Marlowe, Shakespeare, Jonson, Lope de Vega, Molière, Racine, Congreve, Beaumarchais, and Sheridan. May be elected as English 371 or Theatre 371. Offered in alternate years.

372 Literature of the Modern Theatre
4; not offered 2010-11

A study of the directions modern drama has taken from the 19th century to the present. Dramatists to be studied may include Büchner, Ibsen, Strindberg, Chekhov, Shaw, Pirandello, O'Neill, Brecht, and Pinter. May be elected as English 372 or Theatre 372. Offered in alternate years.

377 Ancient Theatre**4, x****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.

387A ST: The Arab World Today through Literature in Translation**4, x****Abed**

Understanding the complexities of the different Arab societies has never been more important, as U.S. involvement, militarily, politically, economically and even academically in the Arab World has reached an unprecedented level. More than 250,000 Americans currently reside in the Arab World in various capacities. This course introduces the contemporary Arab World through literature in English translation, looking at historical background, politics and political thought,

society, and culture in various Arab countries. Students will read literary works written in reaction to political events; works dealing with attitudes toward the West, the impact of the West on the Arab World (problems of modernity, democratization), and relations between the Arab World and the U.S.; and works exploring broader social issues, such as the status of women, poverty, illiteracy, religious conflicts and extremism, etc. Distribution areas: humanities, alternative voices.

391, 392 Independent Study**1-3, 1-3****Staff**

Directed reading and preparation of a critical paper or papers on a topic suggested by the student. The project must be approved by the staff. The number of students accepted for this course will depend on the availability of the staff. *Prerequisite:* consent of instructor.

395 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 postcolonial studies. We will pay special attention to the recent "Ethical Turn" in literary studies influenced by the works of French philosophers Emmanuel Levinas and Jacques Derrida. May be taken for credit toward the French major.

Student Life

The college provides students rich opportunities for leadership roles and for contributing to policy formulation, and it supports an active campus social life; a comprehensive wellness program; excellent recreational programs, including varsity competition and an extensive program of intramural sports; and a wide-ranging program of extracurricular student activities. Two guiding principles that underlie our approach to the cocurricular are that connection is preferable to separation and that embracing diversity is an important component of student learning.

The offices of the Dean of Students and the Provost and Dean of the Faculty direct and coordinate a wide range of student services. The Dean of Students coordinates new-student orientation, housing and residential life, food services, counseling, health services, the Student Engagement Center, Intercultural Center, Academic Resource Center, Security, and the campus center. The Provost and Dean of the Faculty coordinates academic advising, post-graduate fellowship and scholarship programs, foreign study, and athletics.

The Residential Campus

Residence halls and houses are designed to assist students to succeed academically and to develop personally. Residential living is an integral part of the Whitman educational experience. All single undergraduate students who are under 21 years of age at the start of each semester and have not yet lived on campus for four semesters are required to live on campus. No designated family housing is available on campus.

Students may select from a variety of residences. With the exception of Prentiss Hall all residential facilities are coeducational. Three residence halls are clustered on the south side of the campus: Anderson Hall, for 138 students; William O. Douglas Hall, for 70 students in suites of eight students each; and Prentiss Hall, a residence for 145 women, houses the three Whitman sororities as well as women not affiliated with a sorority. College House provides apartment-style living with kitchen facilities for 37 students. Jewett Hall houses 167 students, Lyman House is a traditional hall with two-room suites for 99 students, and Marcus House provides space for 27 students with mostly single rooms. North Hall, which houses 70 residents, is a choice for returning and transfer students featuring mostly single and double rooms.

Coed language houses, such as French, Japanese, Spanish, and German, further the academic and cultural interests of students studying a foreign language. Approximately six to nine students as well as a native speaker reside in each house.

Other special-interest houses are the Multi-Ethnic Center for Cultural Awareness (MECCA), which fosters communication between minority and international students and the Whitman community; the Environmental House, focusing on environmental and ecological issues; the Fine Arts House, which promotes programs emphasizing studio art, theater, and music; the Global Awareness House, which focuses on world issues such as hunger, population, and human rights; the Asian Studies House, formed to promote understanding of Asian culture and issues; and the Writing House, which provides resources to encourage the growth of writing as a discipline. The Community Service House encourages discussions of service issues among students and the Whitman community and has a community services requirement. Tamarac House programs outdoor-themed 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 Academic Resource Center (ARC) provides resources and support for all students. Home to the pre-major advising, tutoring and the Student Academic Adviser programs, the staff in the ARC assist students who need academic advice, who want to improve their study or time management skills, or who need assistance arranging learning accommodations. The director offers individual academic counseling sessions by appointment. The ARC student staff is comprised of the Student Academic Advisers (SAs) and the peer tutors. The SAs live and work in the first-year residence hall sections to guide and assist new students on academic and curricular matters. Through academic programming, including such topics as time management, analytical reading, exam

preparation, stress management, learning preference recognition, etc., SAs strive to provide content that contributes to improving students' overall academic effectiveness. The ARC staff also coordinates assistance for students with disabilities and for those who demonstrate a need for tutors, note-takers, or assistive technology. Students can find additional information on the Whitman College Web site at www.whitman.edu/academic_resources/.

Disability

Whitman College is committed to providing students who have disabilities fair and equal access. Once the college admits a student with a disability, he or she will have equal opportunity to participate in and benefit from all the college programs and activities. Whenever a student with a documented disability needs modification of academic requirements, facilities, services or procedures, the college will make every reasonable effort to meet the student's needs. Students requesting academic accommodations for a documented disability should discuss their needs with the Associate Dean of Students, Clare Carson, Memorial 310. For the complete policy go to www.whitman.edu/academic-resources or www.whitman.edu/righttoknow.

Welty Center — Counseling

Professionally trained counselors are available to provide personal and psychological counseling to students at no charge. Counselors assist individuals and groups with personal and academic concerns, career choices, interpersonal relationships, and other areas of concern or interest. A consulting psychiatrist is available to students one day per week. The Counseling Center offers a variety of personal growth opportunities, including workshops and programs on listening and communication skills, stress management, and assertiveness training. Whitman's professionally supervised peer counseling program and the Stuart Religious Counselor provide additional counseling resources. All counseling is confidential.

Welty Center — Health Services

The medical director and the director of the Health Center are responsible for the health service. The on-campus Health Center, with a 12-bed capacity, is staffed by nurses around the clock. During the academic year, the Health

Center serves as a facility for the management of minor injuries and illnesses, and it offers student overnight rooms for health-related conditions not requiring hospitalization. Illness prevention and health education are emphasized.

The Health Center physicians maintain regularly scheduled hours on campus Monday-Friday mornings. The physicians may refer students to outside resources if indicated. Limited post-operative care may be provided at the Health Center. The director of the student Health Center, who is a certified registered nurse, also is available to see students on a walk-in basis for nursing assessment and referral. **All regular students may access Health Center resources and may see the Health Center physician and nurses 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. A physical therapist and a massage therapist also are available on an appointment basis; there is a charge for their services.

Women's health care, including PAP smears and contraception, is available. Anonymous HIV testing is available at no cost. The cost of other tests and services must be assumed by the student. Some medicines, bandages, and the loan of crutches, etc., may be provided free of charge. A dispensary for prescribed medication is available. Allergy antigen regimes/shots prescribed by home physicians may be continued at the Health Center at a nominal cost. The college charges for physical examinations for outside agencies, employment, matriculation, or other educational institutions. For a charge, certain immunizations are available at the Health Center.

Students must submit a Medical Report Form with indicated tests and immunizations before registration can be finalized at the college. Registration for classes cannot be completed until Health Center clearance has been obtained.

Accident and Health Insurance

It is mandatory for all regular 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 outsourced medical treatment, however, must be assumed by the student.

Whitman College provides "secondary" accident injury insurance for intercollegiate/varsity sport athletes who sustain injuries directly related to their varsity sport. This coverage applies only to varsity athletes, not club/team/intramural sports participants. If a varsity sport athlete becomes injured in a varsity sport-related accident, the student's primary personal insurance will be billed first. As a secondary insurance, the varsity sport accident insurance policy will pay the balance due after the students' primary personal insurance has paid its portion of the bill.

Intercultural Center

Fostering diversity, inclusion, and respect for all in the Whitman community is one of the foremost goals of the Intercultural Center. The center works to strengthen Whitman's intercultural community and ensure a positive Whitman experience for those from historically under-represented backgrounds. The center also seeks to enrich the experience of the entire

student body and community by providing opportunities to engage and educate the campus as a whole on issues related to diversity. Working together with a variety of campus constituencies, the Intercultural Center facilitates and encourages ongoing dialogue on issues of diversity between students, staff, and faculty.

The Intercultural Center team provides academic and social support for multicultural and international students. The international and multicultural student orientation, mentoring, individual counseling and advising sessions are a few of the opportunities available to assist students with their transition to Whitman College and Walla Walla. The center also helps bring diverse perspectives and experiences to the campus by sponsoring various speakers and events; housing a collection of books and videos related to diversity and multicultural issues; and providing information about internship and scholarship opportunities. Additionally, translation services for more than 30 languages can be accessed through the center's language bank.

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 15 active diversity groups: American Indian Association; Asian Cultural Association; Black Student Union (BSU); Club Latino; Coalition Against Homophobia (CAH); Feminists Advocating Change and Empowerment (FACE); Hui Aloha; International Students and Friends Club (ISFC); Muslim Student Association; South Asian Student Association (SASA); Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ); Hillel-Shalom; Vietnamese Cultural Club (VCC); First Generation Working Class (FGWC); and African Awareness Club.

The Glover Alston Center

The Glover Alston Center is a resource to facilitate Whitman's commitment to sustaining a diverse community. By providing a safe space for meaningful conversation and interaction, the Glover Alston Center welcomes and supports differences, collaborates with academic

departments, encourages input from divergent perspectives, enhances intercultural and international awareness, and models respect for all in the Whitman community. The Glover Alston Center achieves this by serving as:

- A unique place for programs to develop education, understanding, and community involvement.
- A safe place where conversations about diversity, difference, multiculturalism and social justice occur.
- A social and academic space where collaboration between Whitman community members can occur.
- A meeting place and home for campus organizations and clubs.
- An open space for meditation, reflection, and spiritual and religious practices.

With this facility, the Whitman community hopes to foster meaningful exchanges between individuals and groups for the greater understanding and mutual respect of one another by encouraging engagement, leadership development and learning.

All members of the Whitman community are invited and encouraged to use this non-residential space.

The Office of Religious and Spiritual Life

The Office of Religious and Spiritual life is affiliated with the Intercultural Center and works to promote religious diversity and spiritual engagement on campus. The programming from this office seeks to create opportunities for interfaith dialogue among religiously affiliated groups which include: Hillel-Shalom, Muslim Student Association, Namaste Meditation Club, Orthodox Christian Fellowship, Nembutsu Dojo, Society of Friends, Whitman Christian Fellowship, and Whitman College Unitarian Universalists. Interfaith discussions (SpiritualITEAs), worship services, service projects, and high holy day meals are among the many activities supported by the office. Counseling services also are available.

The Student Engagement Center

The Student Engagement Center (SEC) encourages students to take advantage of a vast array of experiences available outside of the classroom. These experiences will enrich students' academic programs as well as help them refine their interests and develop their passions

for an overall more meaningful learning experience at Whitman. The Student Engagement Center fosters personal and intellectual development by promoting student engagement in academics, in community service, internships, campus and summer employment, leadership opportunities, and career exploration. The Student Engagement Center's staff collaborates with offices and academic departments throughout the Whitman community to help students assess their skills, interests, and abilities to promote involvement in activities that will advance them toward their future goals.

Student Engagement Center programs include:

- Major Connections — Offered in collaboration with the Academic Resource Center, Major Connections is an interactive fair that allows students to meet seniors from each academic department to learn more about the major. The SEC staff offers interest inventories, introduces students to internships, community service opportunities, and the career choices made by Whitman alumni who have majored in that field.
- Internships — Internships can add to a student's college experience by allowing them to practice professional skills and obtain a deeper understanding of the world of work. Students are encouraged to apply for one of thousands of internships listed on the SEC Web site or to develop an experience that best suits their interests.
- Student-led Community Service Programs — Student interns coordinate five service programs: Whitman Mentor Program, Adopt-A-Grandparent, Youth Adventure Program, Story Time Project, and Service Trips.
- Community Service Consultations — The SEC staff connects individuals and groups with volunteer opportunities and supports Greek philanthropy and the Community Service House.
- America Reads/Counts — The Student Engagement Center hires 50-60 work-study eligible Whitman students each year to tutor in the Walla Walla schools. This program provides Whitman College students with the opportunity to give back to their community, gain work experience, and earn money.

- The Virtual Career and Internship Fair — The Student Engagement Center hosted the first Virtual Career and Internship Fair at Whitman College. Participating employers and nonprofit organizations posted many full time jobs, internships, and summer jobs for Whitman students to view.
- Graduate School Fair — Each fall semester, regional graduate school representatives come to campus to meet students and discuss their academic programs. In addition, a Law School Panel, consisting of six law schools, provides an overview of testing and the application process.
- Alumni Networking — To address the difficult job market, the SEC provides networking opportunities for students and alumni to communicate about careers, internships, and jobs. The Career Consultant Network is a database of about 1,300 alumni who have volunteered to speak with students or other alumni about career issues. Alumni lists can be searched by location, and/or career field and sent to students as an Excel file. Several times a year the SEC hosts networking receptions in conjunction with Alumni Relations.

Student Activities

Occurricular activities augment classroom experiences, often providing students the chance to apply some portion of their theoretical studies to practical, realistic work and laboratory situations. The college encourages students to create new activities that enhance the life of the campus.

Musically inclined students perform with the College Wind Ensemble, Chamber Orchestra, Chorale, and, by audition, the Walla Walla Symphony Orchestra; still others perform in solo or small group recitals. Students need not major in theatre to perform or work backstage at Whitman's Harper Joy Theatre, nor must they major in English to submit items for publication in *blue moon*, the Whitman literary magazine. There are opportunities for work, including some paid employment, on the *Pioneer*, the student weekly newspaper. Students interested in 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.

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 musical performances in the Coffeehouse, and arts and crafts workshops.

Resources in the Reid Campus Center include the Bookstore, Conferences and Events Office, Fellowships and Grants, Intercultural Center, Office of Religious and Spiritual Life, Outdoor Program, Post Office, Student Activities Office, Student Engagement Center (America Reads/Counts, Career Development, Community Service, Internships), and Whitman Café. Other facilities and services include student work rooms, a darkroom, meeting-and-dining rooms, a lounge, an art gallery, an ATM, vending machines, refrigerator rentals, campus lost-and-found, sign-ups for the chartered holiday bus service, bulletin boards for advertising and notices, and outdoor equipment rental. The Reid Campus Center houses the Associated Students of Whitman College (ASWC), the *Pioneer* newspaper, the *blue moon* (literary journal), and KWCW-FM student-operated radio station.

The Outdoor Program

The main function of the Outdoor Program (OP) is to assist people in outdoor pursuits while also managing risks so as to offer safe and rewarding recreational experiences. Furthermore, the OP provides 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 Whitman climbing center and the first-year preorientation “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 risk management, wilderness first aid, kayaking, climbing, skiing, canoeing, mountaineering, and outdoor leadership. The program is a resource for those interested in planning their own trips, exploring the outdoor surroundings of Walla Walla, purchasing equipment, or obtaining instruction. Magazines, books, videos, equipment catalogs, buyers’ guides, maps, literature on recreational programs, and outdoor jobs are on file at the program office.

The Outdoor Program is not a club. There are no dues; anyone, regardless of ability or skill level, may participate. Through the Outdoor Program, all students interested in noncompetitive, nonmotorized pursuits may share adventures.

Whitman Events Board

The Whitman Events Board (WEB) is an ASWC-sponsored student group dedicated to bringing a balanced program of events to the campus. WEB provides and supports a wide array of educational and entertaining events by maintaining contacts with artists and booking agencies, as well as generating original student-led programs. It is responsible for bringing The Great Drive-In Movie, the Cobweb Ball, films, concerts, speakers, Casino Night, and much more! To find out more call 509-527-5367 or e-mail web@whitman.edu.

Intercollegiate and Intramural Athletics

Whitman College affirms the classical ideal that physical fitness complements intellectual development. Whitman’s programs of sport studies, recreation and athletics are designed to contribute to the liberal education of our students as they engage their minds and bodies in vigorous fitness and wellness activity.

Whitman supports athletics for two reasons: 1) as they train and strive to excel, student-athletes complement and strengthen the education they are pursuing; and 2) athletics contributes in unique ways to campus life and fosters a strong sense of community.

To achieve these ends, the college provides the resources to enable teams and individuals to compete effectively in the NCAA Division III, and to enable those individuals and teams who qualify to compete at regional and national levels.

The athletics program at Whitman College is designed to:

- support the overall institutional mission of the college;
- be consistent with the principles of fair play and amateur athletics, as defined by NCAA legislation;
- be supportive of the overall academic success of student-athletes;
- be supportive of the overall health and welfare of student-athletes;
- be committed to the principle of equal access to athletic opportunities by men and women.

Whitman holds membership in the National Collegiate Athletic Association (Division III) and the Northwest Conference (NWC). The college fields men’s and women’s teams in basketball, 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 Athletic Center, the main athletic complex, has been completely renovated as of August 2009. It features a 1,400-seat gymnasium, a training room, a strength and conditioning room, a practice gym, batting cages, racquetball and squash courts, dance studios, and a 7,000-square-foot indoor climbing wall.

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

Baker Ferguson Fitness Center 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 and the Walla Walla Country Club. The Whitman Athletic

Complex hosts the men's and women's soccer teams in addition to a variety of club and intramural competitions.

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 and student Senate. 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 more than 50 student clubs.

Campus groups focus on specific interests such as sports, recreation, health, music, leadership, women's programs, and religious interests. Information on student organizations can be found at www.whitman.edu/content/student-activities/organizations.

Greek Life

Whitman's fraternities and sororities provide a comprehensive program for student involvement, growth, and friendship. Within each Greek organization, members find academic assistance, personal support, community service, alumni connections, and social opportunities.

All seven Greek organizations at Whitman have well-established scholarship programs, incorporating one-on-one tutoring, study tables, and seminars. Whitman's Greek groups are actively involved in local and national community service efforts, supporting such organizations as the Children's Miracle Network, Reading is Fundamental, Service for Sight, Children's Home Society, and Court Appointed Special Advocates. As each self-governed Greek group makes decisions, ranging from creating budgets to implementing social policies, the Greek system is an excellent vehicle for learning and displaying leadership skills.

The three national sororities reside in Prentiss Hall, where each group maintains its own section, complete with a chapter room and a lounge. Each of the four fraternities has a house on the edge of campus, where members reside.

Code of Conduct

All persons associated with the college share in the common responsibility to create a climate conducive to the pursuit of learning and free inquiry. The college regards students as maturing individuals with a large measure of personal freedom; at the same time, it expects them to accept responsibility for their actions. While Whitman does not attempt to impose a uniform moral standard, it does expect students to conduct themselves honorably and in ways which reflect respect for the rights of the other members of the community. In some instances, the diversity inherent in group living requires some concessions of individual freedoms.

General Policies

The Student Life Committee, with a membership of six students, three faculty members, and three administrators, reviews all out-of-class student matters and recommends policies. This committee has provided the framework within which living groups have studied and created rules and regulations. Among the general policies stated by the committee are these: 1) students are held individually responsible for maintaining standards of conduct that meet the requirements of decency, the rights of others, the behavior patterns of a democratic society, and the particular needs of the Whitman community; 2) social regulations of whatever origin should ensure adequate consideration for the rights of individual students to privacy and the preservation of individual dignity and comfort, and an atmosphere consistent with, and in furtherance of, the basic educational purpose of the college; 3) all members of the community have the responsibility for adherence to local, state, and federal laws; and 4) residence hall staff members are available to mediate disputes and enforce residence hall regulations.

The Dean of Students Office, through the powers delegated to it by the president and faculty of Whitman College, may make such requirements explicit with specific regulations to whatever extent is considered necessary. The college also reserves the right to change its regulations affecting the student body at any time; such changes apply to all students, including prospective students, those currently enrolled, and former students returning to college.

Students and their parents should realize that the college does not act *in loco parentis*. Even though regulations exist in order to assure that all members of the college community may participate in their academic pursuits with a minimum amount of hindrance, the college does not control students' lives. In all of its interactions with the college, students are assumed to be responsible for themselves. While striving to maintain as secure an environment as possible, the college cannot guarantee the safety of its students.

Regulations

Each living group is responsible for adequate guarantees of the primary use of residence halls and fraternity houses for study and sleeping, and of the fundamental right of each resident to reasonable privacy.

The Board of Trustees has approved several policies — including policies on alcohol use, drug use, sexual misconduct, and sexual harassment — intended to ensure that Whitman College remains an environment based on consideration and respect for the rights of others and designed to support the college's academic mission. These policies are available in the *Whitman College Student Handbook*, which is published annually and also available on the Whitman College Web site (www.whitman.edu/content/academic_resources/handbooks/student_handbook).

Student Right to Know Information

Whitman College has included information that you need to know concerning the campus and its policies at www.whitman.edu/rightto know. This information includes institutional information, alcohol policies, graduation rates, FERPA (Family Educational Rights and Privacy Act), services available to students with disabilities, institutional security policies and crime statistics, and other information that you might find helpful. A printed copy of this information is available upon request from Donna Cummins at the Dean of Student's office, Memorial Building 302.

Admission

Whitman's admission process is selective to assure a student body with excellence in both academic and extracurricular pursuits and with varied ethnic and geographic backgrounds. To achieve this balance, the Admission Committee evaluates scholastic records, the quality of written expression, test scores, extracurricular activities, and letters of recommendations. Evidence of motivation, discipline, imagination, creativity, leadership, and maturity are also considered.

Although more than 60 percent of the entering first-year students graduated in the top 10 percent of their secondary school classes, there are no arbitrary entrance requirements or quotas. It is recommended that candidates complete four years of secondary school English and mathematics, three years of laboratory science, and two years each of history/social sciences and foreign language. The Admission Committee looks for those candidates who excel in the most demanding courses offered.

Whitman College is committed to providing access to an affordable education for as many admitted students as possible. About 48 percent of current students demonstrate financial need and a total of 78 percent receive some form of financial aid — scholarships, grants, employment, or loans. All students who need assistance are encouraged to apply for financial aid.

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

Admission Procedures

Fall admission application due dates are November 15 and January 1 for Early Decision applicants; January 15 for Regular Decision first-year candidates; and March 1 for Regular Decision transfer applicants. Transfer students

may apply under either option. It is advantageous to complete admission credentials early. Qualified applicants who file credentials after the Regular Decision deadline dates may be admitted only to the extent that space is available.

Notification dates for admission are as follows: December 18 for Early Decision I, February 1 for Early Decision II, April 1 for Regular Decision candidates, and April 15 for Regular Decision transfer candidates.

The application deadline for spring semester is November 15. Notification of admission decisions are mailed December 5.

Early Decision First-Year Candidates

Early Decision is an option for candidates who have selected Whitman as their first-choice college. Some students reach this decision early in the college search process. Others take more time to consider a variety of colleges before they arrive at a clear first choice. Whitman, therefore, conducts the Early Decision process in two rounds. The first-round deadline is November 15; the second-round deadline is January 1. Admission decisions for each date are rendered within four weeks of the deadline, and financial aid awards will be made as soon as each admitted candidate's financial aid file is complete. Whitman considers Early Decision applications before those of students who are making multiple applications to colleges. Candidates who are admitted Early Decision agree to withdraw their applications from other colleges and universities and notify them of their intention to attend Whitman.

Applications for Admission

Whitman participates with a national group of more than 300 colleges that encourages the use of the Common Application. The purpose of a Common Application is to reduce repetition in completing forms when filing applications to several selective colleges. The Common Application is available at most high school guidance offices throughout the United States on paper and on the Web. A student may pay application fees and submit the Common Application online to as many colleges as he or she wishes. In addition to submitting the Common Application, students must also complete the Whitman Supplement.

Applicants are encouraged to submit credentials utilizing an electronic application.

Applications to Whitman College are available on paper and on our Web site at www.whitman.edu/content/admission/apply-to-whitman/.

Admission Credentials

First-Year Students

Students applying for first-year standing must submit to the Office of Admission, 345 Boyer Avenue, Whitman College, Walla Walla, WA 99362, the following credentials:

- I. The *Common Application*.
- II. An *official transcript* of the secondary school record.
- III. A *School Report* completed by the applicant's secondary school counselor.
- IV. An academic recommendation from a secondary school teacher.
- V. A *Whitman Supplement* provided by Whitman's Office of Admission.
- VI. A nonrefundable *application fee* of \$50, remittance made payable to Whitman College. (Using guidelines distributed by the College Board for test fee waivers, applicants suffering financial hardship may have this fee waived by written request substantiated by a counselor or principal.)
- VII. 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.

- VIII. If an Early Decision applicant, an *Early Decision Agreement* provided by Whitman's Office of Admission.

Transfer Students

Students applying for transfer standing must submit to the Office of Admission, 345 Boyer Avenue, Whitman College, Walla Walla, WA 99362, the credentials listed above for first-year applicants **and** the following credentials:

- I. *Official Transcripts* from each college or university attended.
- II. The *College Official's Report Form* available as part of the Common Application for transfer students.

The following guidelines also apply:

- I. 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.
- II. Transfer applicants must submit an academic recommendation from a college instructor or high school teacher.
- III. The SAT I, administered by the College Board, or the ACT, with the writing test administered by the American College Testing Program, is not required of applicants who will have completed two years of college work by the time of enrollment at Whitman.

International Students

International students (students who are not U.S. citizens, U.S. permanent residents, green card holders, or refugees) must submit to the Office of Admission, 345 Boyer Avenue, Whitman College, Walla Walla, WA 99362, the credentials listed above for first-year or transfer applicants with the following additions:

- I. An *official score report* from the Test of English as a Foreign Language (TOEFL). A TOEFL score of 560 (for the paper-based exam) or 85 (for the Internet-based exam) is required.
- II. 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.

- III. 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:

- I. 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.
- II. Early Decision or spring term admission is not an option for international students unless financial aid is not a consideration.
- III. All credentials must be received in the Office of Admission at Whitman College no later than January 15.

Admission Provisions

The college requires final transcripts of all high school and college work. Prior to enrollment, a first-year student must submit a high school transcript or equivalent academic credential demonstrating completion of a high school degree. A Medical Report Form, mailed from the Office of Admission after receipt of the enrollment deposit, also is required.

Space in a college residence hall is assured automatically with admission for all first-year students. A roommate assignment questionnaire will be sent to candidates with the offer of admission.

An enrollment deposit of \$300 is required to reserve a student's place in the class. The deposit for Early Decision candidates must be mailed by February 15 and is nonrefundable. The deposit for Regular Decision First-Year admission candidates must be mailed by May 1, the National Candidates Reply Date, and is nonrefundable. For transfer students, the deposit must be mailed by May 15. Students entering spring semester must pay their deposit by December 15. When late applicants are admitted on a "space-available basis," the deposit is due by the date which is stipulated in the letter of admission and is nonrefundable.

Admission may be deferred for up to one full academic year, but the deposit must be paid by the date stated in the letter of admission and is not refunded if the student chooses not to enroll.

The \$300 enrollment deposit is held in reserve by the college for the student. This deposit is returned upon graduation or withdrawal from Whitman if there are no unpaid charges remaining on the student's account (see "Deposit" in the *Charges* section). Prior to the refund of the deposit, students with federal loans must have an exit interview with the Student Loans Manager. Additionally, an exit interview with a member of the administrative staff, scheduled through the Dean of Admission and Financial Aid, is required prior to the release of the enrollment deposit if the student leaves prior to graduation.

Nondegree-seeking Students

A person may apply through the Office of Admission to attend Whitman as a nondegree-seeking student if he or she wishes to take certain courses but not pursue a degree program. Nondegree-seeking students register on a space-available basis and must secure written permission from the professor after the first day of the semester. If a nondegree-seeking student wishes at any time to become a regular student (i.e., pursue a degree program), he or she must file all application credentials for consideration by the Admission Committee (see also nondegree-seeking students under *Classification of Students*, and under *Tuition*).

Auditors

A person may be admitted to the college as an auditor with the permission of the Dean of Admission and Financial Aid and of the instructor whose class he or she desires to attend. Auditors are not allowed in "activity" courses or in courses with studio or laboratory exercises. No credit is allowed for audited work, and no permanent record of audited work is kept. However, auditors must pay an auditor's fee (see *Auditors* and *Auditor's Tuition*).

Veterans

Whitman College's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. The college may allow credit for military service activities which have educational content to students who present acceptable military records. Such

documentation should be submitted as part of the admission credentials. The Registrar is the veteran's benefits official for the college.

Charges

Tuition pays for considerably less than the true cost of a Whitman education, with the remainder provided by income from the college's endowment and by gifts from alumni and other friends of the college. In effect, then, these revenue sources provide a partial scholarship to all students, regardless of whether they receive financial aid.

Whitman reserves the right to adjust its charges, though charges effective at the beginning of a semester will not be changed during that semester.

Summary of Charges

Charges for a two-semester year at Whitman, for a student living in a residence hall, are:

Tuition.....	\$38,450
ASWC (student association).....	\$320
Board (Meal Plan C).....	\$5,240
Room (standard rate).....	\$4,480
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 \$49,890 a year.

Payment of Charges

Charges are due and payable prior to the beginning of each semester; mid-August for Fall semester and early January for Spring semester. Charges must be paid in full or arrangements completed for a deferred payment plan before students may officially enroll in classes at the college.

Full Payment: All charges, net of financial aid, must be paid by cash or check to the Business Office.

Deferred payment plan: You may choose the deferred payment plan if you maintain a good payment history with the college. Each

semester you may defer your tuition, room and board charges, making four deferred payments. There is a \$25 per semester enrollment fee. All unpaid balances, covered by the deferred payment agreements, will be assessed finance charges equivalent to 7 percent per year. Failure to make deferred payments on a timely basis may result in the loss of the opportunity to establish a payment plan in future semesters. For more information, contact the Business Office — Student Accounts.

Student Account: Whitman College issues statements monthly on the charges and credits to the student's account. All unpaid balances will be assessed finance charges equivalent to 1 percent per month. It is the student's responsibility to be knowledgeable about and to remain current in payment for charges to his or her account. Enrollment in classes may be denied for failure to keep current on college or Greek organization accounts.

Transcripts for academic work done at Whitman will not be provided if there is an account balance owed to the college or a Greek organization. Whitman College uses a collection agency to collect delinquent accounts and these costs may be added to the debt at the time it is referred to the collection agency. When appropriate, information concerning such past due accounts will be provided to credit bureaus.

Tuition

Regular full tuition charges will be applied to all students unless they are auditing classes or have been granted special student status by the Dean of Students. Tuition charges include benefits such as access to the Health Center and other student programs but does not include course fees or other class specific charges as indicated elsewhere.

Full tuition (per semester)	\$19,225
Special tuition (see special students and nondegree-seeking students under <i>Classification of Students</i>); does not provide for regular student programs, special course fees, etc. per credit	\$1,602
Auditor's tuition; per credit	\$801

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.

At Whitman, living in a residence hall also creates a requirement that a student be on a meal plan. Only residents of Community Service House, College House, and juniors or seniors living in Marcus House are permitted to live in campus housing and not be on a meal plan. Four semesters of on-campus living is required.

Meal plans start when students are first allowed into their rooms and are not active when college is not in session.

Plans A, B, and C are each designed to provide more than enough meals and food for the typical college student. Any plan may be enhanced with extra Flex dollars for those who expect to want more meals during hours that the dining halls are closed, are accustomed to late-night snacking, or anticipate heavy use of the Espresso Carts. Please note for meal planning purposes that the fall semester usually has 111 board days, and the spring semester usually has 112. Meal plans may only be changed through the first week of classes.

Plan A: The Ultimate Flex Block Plan

160 meals plus \$500 Flex dollars per semester, available to all students, designed especially for athletes, debaters, choir members, and other students with commitments during regular meal hours (\$2,730 per semester). The Ultimate Flex Block Plan allows you to eat any 160 dining hall meals (Prentiss, Jewett, and Lyman dining halls) out of the approximately 330 meals offered over the course of the semester. This averages out to about 10 dining hall meals per week. In addition, the plan includes \$500 Flex dollars, which may be spent in the dining halls, Café '66, Café '41 in the library, or the Espresso Cart.

Meals may only be used for the benefit of the cardholder and are not transferable to others. Flex dollars, but not meals, remaining at the end of the fall semester will carry over to spring, but both meals and Flex dollars remaining at the end of spring will not carry over to the next semester and are not refundable. Students who wish to eat more meals or buy more food in the Café may add additional Flex dollars in increments of \$50.

Two optional additions to the Ultimate Flex Block Plan are:

Plan A with \$650 Flex: 160 meals per semes-

ter plus \$650 Flex dollars per semester (\$2,880 per semester).

Plan A with \$800 Flex: 160 meals per semester plus \$800 Flex dollars per semester (\$3,030 per semester).

Plan B: The Flex Block Plan

220 meals plus \$150 Flex dollars per semester, available to all students (\$2,620 per semester). The Flex Block Plan allows you to eat any 220 dining hall meals (Prentiss, Jewett, and Lyman dining halls) out of the approximately 330 meals offered over the course of the semester. This averages out to about two meals per day, or about 14 dining hall meals per week. In addition, the plan includes \$150 Flex dollars, which may be spent in the dining halls, the Café '66, Café '41 in the library, or the Espresso Cart.

Meals may only be used for the benefit of the cardholder and are not transferable to others. Flex dollars, but not meals, remaining at the end of the fall semester will carry over to spring, but both meals and Flex dollars remaining at the end of spring will not carry over to the next semester and are not refundable. Students who wish to eat more meals or buy more food in the Café may add additional Flex dollars in increments of \$50.

Two optional additions to the Flex Block Plan are:

Plan B with \$300 Flex: 220 meals per semester plus \$300 Flex dollars per semester (\$2,770 per semester).

Plan B with \$450 Flex: 220 meals per semester plus \$450 Flex dollars per semester (\$2,920 per semester).

Plan C: The Traditional Plan

21 meals per week, available to all students (\$2,620 per semester). The Traditional Plan provides you with access to 21 meals per week in Prentiss, Jewett, and Lyman dining halls, (about 330 meals per semester). While the plan's 21 meals per week may be used only in these locations, the Traditional Plan may be supplemented with Flex dollars in \$50 increments. A student may eat at other campus locations, such as the Café '66 or enter a dining hall more than once during the same period only if Flex dollars are added to the Traditional Plan. Meals may only be used for the benefit of the cardholder and are not transferable to others.

Two optional additions to the Traditional Plan are:

Plan C with \$150 Flex: 21 meals per week plus \$150 Flex dollars (\$2,770 per semester).

Plan C with \$300 Flex: 21 meals per week plus \$300 Flex dollars (\$2,920 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 (\$2,030 per semester). The North Hall Block Plan is restricted to students living in North Hall, or those who have already completed their college residency requirements and choose to remain in campus housing where a meal plan is required. This plan allows you to eat any 160 dining hall meals (Prentiss, Jewett, and Lyman dining halls) out of the approximately 330 meals offered over the course of the semester.

Meals may only be used for the benefit of the cardholder and are not transferable to others. Flex dollars, but not meals, remaining at the end of the fall semester will carry over to spring, but both meals and Flex dollars remaining at the end of spring will not carry over to the next semester and are not refundable. Students who wish to eat more meals or buy more food in the Café may add additional Flex dollars in increments of \$50.

Two optional additions to the North Hall Block Plan are:

Plan D with \$150 Flex: 160 meals per semester plus \$150 Flex dollars (\$2,180 per semester).

Plan D with \$300 Flex: 160 meals per semester plus \$300 Flex dollars (\$2,330 per semester).

Plan E: The Tamarac House Flex Plan

A minimum of \$1,100 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 also are available.

Nonresident Meal Options

Nonresident students may purchase any of the resident meal plans and also have the additional option which follows:

Flex Dollars

A minimum of \$50 Flex dollars, available only to off-campus students.

A Flex-dollar-only plan is only for students who are not required to purchase any of the plans above (and choose not to do so). Flex dollars are charged to your student account. The

Flex dollars from this plan may be used at any dining hall, the Café '66, Café '41 in the library, and the Espresso Cart. Additional Flex dollars may be purchased in increments of \$50. Flex dollars may be purchased at: www.whitman.edu/bon_appetit. Flex dollars remaining at the end of fall semester will carry over to spring, but Flex dollars remaining at the end of spring will not carry over and are not refundable.

Flex Dollars and Discounts

A major benefit of Flex dollars is that they are not subject to the 8.3 percent Washington State sales tax. In addition, if you use Flex dollars to purchase “all you can eat” meals in Prentiss, Jewett, and Lyman dining halls, you will be charged a special discounted Flex dollar price:

Breakfast:

Retail Cash or Student Charge price \$7.50 (incl. tax)
Flex dollar discount price \$6.50/You save \$1

Lunch:

Retail Cash or Student Charge price \$9.75 (incl. tax)
Flex dollar discount price \$7.75/You save \$2

Dinner:

Retail Cash or Student Charge price \$11.75 (incl. tax)
Flex dollar discount price \$8.75/You save \$3

Adding Flex Dollars to Existing Meal Plans

If you subscribe to any of the meal plans, you may make additional deposits of Flex dollars anytime during the semester. Additional deposits, in \$50 increments, will be charged to your student account. Flex dollars may be purchased at: www.whitman.edu/bon_appetit. Flex dollars remaining at the end of fall semester will carry over to spring, but Flex dollars remaining at the end of spring will not carry over to the next semester and are not refundable.

Room

Due to the nature of our residential college, all single undergraduate students who are under 21 years of age at the start of each semester or have not yet lived on campus for four semesters are required to live on campus.

For new students, rooms are reserved at the time the enrollment deposit is paid. There is no housing deposit. A student who moves off campus in violation of the college residential living policy will be charged a minimum of 60

percent of the applicable semester’s room and board rate plus any other appropriate charges.

Returning students who have reserved a room during spring housing selection for the following fall semester and who do not accept their housing assignment, will be charged \$300. The only exceptions to this charge are those students who will not be enrolled at the college for the fall semester; e.g., transferring, study abroad, leave of absence.

Students who will be gone from campus fall semester need to notify the Residence Life Office by June 23.

The charge made for rooms does not permit the student the use of room accommodations during the recesses of the college year when the buildings are closed.

Standard room rate in Anderson, Douglas, North, Marcus, Jewett, Lyman, Prentiss, and the Interest Houses, each student,
per semester\$2,240

Single occupancy of a room in any residence hall, per semester\$2,820

Room rate in College House each student, per semester\$2,580

Premium Rooms: When available, students may select double rooms as singles. When this occurs, the student will be charged \$150 above the single room rate. If the college finds it necessary to use the additional space in such a room, the student will be refunded, on a prorated basis, any charges above the standard room rate.

Deposits and Application Fees

Application Fee
(see *Admission Credentials*).....\$50

Due when application is made and nonrefundable.

Enrollment Deposit
(see *Admission Provisions*)\$300

Due from new students upon notice of acceptance by the Admission Committee and refundable upon graduation or withdrawal from Whitman. Failure to pay the deposit by the date stipulated in the letter of admission will result in the cancellation of the student’s offer of admission to the college.

I.D. Card (on replacement)\$15

Health Center Fees (see *Health Service*)

There is no charge to students for basic medical, nursing, or in-patient care at the

Health Center regardless of insurance coverage. However, laboratory studies, X-rays, and physician visits made at outside facilities are the student's responsibility. Nonboarding students are charged a minimal board fee for meals taken at the Health Center. The college will charge for all physical examinations for matriculation, overseas study, Peace Corps or other institutions. The college will charge for prescription medicines, laboratory tests done in the center, and services provided above those normally available.

There is a separate fee for the Whitman College student insurance plan that can be waived once proof of insurance has been provided to the Health Center (see "Accident and Health Insurance"). The cost for a full year of coverage in 2009-10 was \$906. The cost at press-time is unknown but an increase is expected.

Associated Student Government Fee

(Mandatory)

Full-time, on-campus student,
per semester\$160

Off-Campus Study Fee

Off-Campus Study Fee (per semester)....\$250

Fee is applicable to both study abroad and U.S.-based Partner Programs and is due upon submission of application for off-campus study. The fee is nonrefundable, unless the student is denied admission into the off-campus program.

Late Fee: A late fee of \$50 is due at the time of application for applications that are submitted after the Whitman deadline.

Institutional Refund Policy

Refunds will be awarded only in the case of approved withdrawals (described in the *Academics, Withdrawals* section of the catalog) from the college. The refund schedule below applies to tuition and fee charges, applied music and fee courses. A student who moves from a residence hall after the semester begins, or fails to move into a room reserved for second semester, will be refunded room charges for the smaller of 40 percent or that determined by the refund schedule below. Board charges will be prorated on a weekly basis as of the date of withdrawal, except for a minimum charge of \$100 per semester.

The percentage of charges refunded is based on the passage of total days of instruction commencing with the official first day of classes for

the semester on through to the date of official withdrawal.

The first day of instruction.....	100%
Day two through day 11.....	80%
Day 12 through day 16.....	60%
Day 17 through day 21.....	40%
Day 22 through day 26.....	20%
After day 26.....	No refund

Federal Student Aid Refund Policy

To determine the amount of funds that must be refunded to federal student aid programs, the institution must determine the percentage of time the student has been in attendance during the semester. The maximum amount of time a student may attend classes and have funds returned to any of the federal programs is 60 percent.

The calculation for the return of federal student aid funds to the programs is completely separate from the calculation of charges and refunds with regard to Whitman scholarship. The following is an example of how the college would calculate the percentage of refund and the amounts to be returned to each program.

Jane, a sophomore, last attended class on October 21. She has attended 52 days of classes, and the percentage of her charges will be 52 percent (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 percent.

Fixed charges for the semester\$17,143
Jane's scholarship for the semester ...\$10,000

Jane's federal aid for the semester:

<i>Subsidized Stafford Loan</i>	<i>\$ 500</i>
<i>Parent PLUS Loan.....</i>	<i>3,000</i>
<i>Federal Perkins Loan</i>	<i>1,500</i>
<i>Total</i>	<i><u>\$5,000</u></i>

Refunded to federal programs.....\$2,400
(\$5,000 x 48%)

<i>Subsidized Stafford Loan</i>	<i>\$ 500</i>
<i>Perkins Loan.....</i>	<i>1,500</i>
<i>Parent PLUS Loan.....</i>	<i>400</i>

Total refunded to federal programs.....\$2,400

The funds that are to be returned to the various programs must be returned in a certain

order. The following is a list of federal programs, in order of refund.

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grant
7. Other federal, state, private or institutional sources of aid
8. The student

In this example, the college would not reduce the amount of the student's nonfederal scholarship. The college's *Institutional Refund Policy* would govern the return of nonfederal funds.

Financial Aid

Whitman College provides a comprehensive, diversified financial aid program — including scholarships, grants, employment opportunity, and loans — to assist in financing a college education. Awards take into account a variety of circumstances: some are based on need alone, some on merit alone, but most are based on a combination of both elements. The college spent approximately \$20 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, Federal Work-Study, Stafford Loans, and Perkins Loans. The state of Washington offers State Need Grants, a state work-study program and the Washington Scholars program.

Awards to students with need are based on financial information provided on the College Scholarship Service (CSS) Profile and the Free Application for Federal Student Aid (FAFSA).

Dependent students must complete both the CSS Profile and the FAFSA. Independent students must only submit the FAFSA.

Financial aid awards are made for one academic year. However, if the student is receiving merit-based aid, that aid will be available in successive years. Students who receive need-based aid must reapply in subsequent years to determine their eligibility for all forms of financial aid. Financial aid is available for eight semesters at Whitman or, in the case of students transferring credits to the college, the equivalent of eight semesters when transfer credit and Whitman attendance is combined (regardless of whether or not financial aid was received at the previous institution). For financial aid purposes only, 15 credits is the equivalent of one semester. If a student is unable to earn the necessary credits to complete degree requirements in eight semesters, the student may petition the Admission and Financial Aid Committee for a ninth semester of financial aid (see *Residence*).

Running Start and Similar Programs

Students who earned credits from Running Start (either Washington's Running Start or a similar program from another state) will choose one of the following two options: (1) transfer all Running Start credits so as to be enrolled at Whitman at the class level and with the financial aid availability consistent with the number of credits (Running Start and any post-secondary) transferred to the college. Those transferring fewer than 58 credits to Whitman must complete General Studies 145 and 146 in their initial year of enrollment. (2) Transfer no more than 14 Running Start semester credits and be considered first-year students for purposes of financial aid availability if they complete General Studies 145 and 146 (i.e. "Encounters") during their initial year of enrollment at Whitman (See Financial Aid Web page).

Students must declare to the Registrar whether they plan to choose between option 1 or 2 during their initial registration at Whitman. However, to give students a chance to reconsider their decision in light of their Whitman experience, the choice will not become official until the end of the student's second semester of coursework. Should a student choose option 2 at this point, he or she will be required to complete General Studies 145 and 146 (i.e. "Encounters") within his or her next two semesters of enrollment at Whitman.

Students should file a Profile and a FAFSA according to the following schedule:

CSS Profile:

Early Decision I candidates submitted to CSS by November 15

Early Decision II candidates submitted to CSS by January 5

Regular admission candidates submitted to CSS by February 1

If you are late applying for financial aid, you could be on a wait list.

Returning students submitted to CSS by April 15

Returning students must complete their financial aid file by May 15

The Profile must be submitted online at www.collegeboard.com.

Whitman's CSS code is **4951**.

FAFSA:

All students should file the FAFSA as soon as their parents (in the case of dependent students) or the student (in the case of an independent student) file the previous year's tax return — but no later than May 1.

The FAFSA should be submitted online at www.fafsa.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 signed copy of their own tax return and their parents' tax return and W-2 forms, for the most recent year. Independent students need to submit a signed copy of their tax return and W-2 forms.

Late applications will be considered and additional offers made to late applicants only to the extent that aid funds are available.

College Scholarship Service

The College Scholarship Service (CSS), affiliated with the College Board, collects information about the financial resources of the applicant's family from parents and students. Copies of the Profile and a computational analysis of the Profile are sent to the colleges or universities to which the applicant is applying

for financial aid. In this way, the CSS offers to the college the advantage of answers to a set of uniform questions on the basis of which need can be more fairly judged. It provides the applicant the advantage of completing only one statement in support of several requests for financial aid which the applicant may be making. In addition, it assures the applicant of an opportunity to explain fully his or her need for financial assistance.

Free Application for Federal Student Aid

Federal regulations require each student who receives federal student aid funds through a post-secondary institution have on file at that institution a copy of the information and analysis from the Free Application for Federal Student Aid. This information is transmitted electronically to the institution from the Federal Central Processor. In order for the institution to receive the data, the student must put the institution's name, address, and federal code in the appropriate place on the application. The institution may not certify a Stafford Loan without the information nor may an institution disburse Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Federal Work-Study, State Need Grant, or State Work-Study funds to a student without this data.

Financial Aid Probation

In order to receive financial aid funds from Whitman College, the federal government, and the state of Washington, students must maintain good academic standing and must make satisfactory progress toward graduation. The grades and credits earned that are necessary for good academic standing and satisfactory progress are published in the *Academic Standards* section of this catalog. Whitman's Board of Review will place students in a probationary status if they fail to meet the standards. Students who do not meet grade-point standards will be placed on academic probation; students who do not meet progress standards will receive a progress warning. In either instance, the students will be on probation as recipients of financial aid. The maximum period of financial aid probation is two consecutive semesters, during which time a student will maintain eligibility for financial aid. If a student does not resume good standing and/or make satisfactory progress after two

consecutive semesters of probation, he or she will lose eligibility for Whitman-administered financial aid. A student who loses that eligibility may appeal for reinstatement to the Admission and Financial Aid Committee.

General Whitman Scholarships

Whitman scholarships, awarded by the college (one-half each semester), are gifts which are credited to the recipient's tuition and room and board charges. A scholarship is not a loan, and its acceptance places the recipient under no more obligation than that of remaining in good academic standing and making satisfactory progress toward graduation. A complete 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), Pell Grants, and Washington State Need Grants are gift aid provided by the federal and state governments. All 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 5 percent and a minimum payment of \$50 monthly. The Stafford Loan program may be need-based or nonneed-based. Within a 10-year period following college attendance, the student is obligated to

repay the loan and requires a minimum monthly repayment of \$50. As of July 1, 2010, new subsidized Stafford loans will have a fixed interest rate of 4.5 percent and unsubsidized Stafford loans will be fixed at 6.8 percent.

Students may borrow alternative loans to help with their educational expenses, when the amount of their financial aid does not meet their required level of funding.

There are several existing alternative loan programs, which may be viewed through a link on Whitman's financial aid Web site, www.whitman.edu/financial_aid. The interest rates and applicable fees vary, and we suggest that students and parents read the information provided about the loans carefully before making a decision about which loan program to choose. More information about and a comparison tool for both Stafford and Alternative Loans may be found at www.simpletuition.com.

Interest on the loans is the responsibility of the family throughout the life of the loan, but may be deferred along with the principal until the student leaves higher education. The Office of Financial Aid Services welcomes your questions about the alternative loans, and will be happy to assist you with the application process.

Short-term loans are available through the Student Loan Office to meet sudden financial needs confronting students.

Whitman encourages students and their parents to use loan funds wisely. Loans place some responsibility for financing higher education on the student, enabling him or her to receive financial assistance when needed and to pay some of the cost of the education at a time when he or she is better able to do so. Consequently, the college expects to give students reasonable financial help in the form of loans. 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 and have need are offered employment opportunities. The offer of federal work-study opportunity often gives a student priority treatment in acquiring part-time work, however jobs are not guaranteed. There is considerable competition for the most "desirable" jobs. For

a current listing of job opportunities, please visit the Student Engagement Center's Web site at www.whitman.edu/content/career_center/students.

Named Scholarship Funds

Thanks to the generous support of Whitman alumni and friends, the college awards more than \$19 million annually in scholarship assistance to its students. Scholarship funds are provided from both named endowments and annual contributions. Scholarship awards are based on financial need and/or merit. In the fall of each academic year, students are notified of the specific funds from which their scholarships are drawn. Named scholarship funds are listed below:

Terry Abeyta - Hispanic
 Thomas R. Adkison
 Judge David H. Allard
 Mildred Ebrel Allison
 Alexander Jay Anderson
 Charles E. and Margery B. Anderson
 Gordon Shaw Anderson
 Louisa Phelps Anderson
 William and Jeanie Anderson
 John Stirlen Applegate - Teaching
 Frances Jane Ford Baggs - Montana
 Baker Boyer Bank
 Dorsey S. Baker
 Frances Paine Ball - Art
 George Hudson Ball
 Robert S. Ball
 Dorothy Fiala Beaupré - Drama
 David Beegle - Environmental Studies
 Peter G. Behr
 Liliith 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
 Walker and Clyde Bleakney
 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
 John S. Browning, Sr.
 Robert and Lynn Brunton Family
 Emory Bundy

Adam M. 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 1958
 Class of 1959 - Centennial
 Class of 1961
 Class of 1962
 Class of 1964 - Middle Income
 Class of 1968
 Class of 1969
 Class of 1970 - Junior/Senior
 Class of 1981
 Class of 1988 - Senior
 Richard H. Clem
 Richard H. Clem and Arthur Metastasio
 Clarence and Lois C. Cleman
 Maurine Clow - Montana
 John P. Clulow
 Helen M. Cole and Marie DuBois
 J.M. Coleman
 John Cyril and Mary Alexander Coleman
 Wayne A. and Eileen Cummins Collier
 Comstock Scholars
 Connell Family
 Vern Conrad - Music
 Cordes Family - Music
 Jean Cordiner
 Elmer G. and Ethel H. Cornwell - SE Washington
 Pauline Corthell
 Cottle Family
 Steve S. Cover
 Frederick R. Cowley
 Susan Dee Cox
 G. Dudley and Lois Dambacher
 Damon Family - English/History
 J. Leland Daniel
 John M. Davis - Pre-Engineering
 Ann Longton Day
 David M. Deal
 Bill Deshler
 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
Kim Dupuis
Edward Eben
Richard S.F. Eells
Thomas H. Elliott
Gary R. Esarey
Myrtle E. Falk
Edward L. Farnsworth - Wilbur, Washington Area
Milton W. and Lucile E. Field - Teaching
John Freeman Fike - Bellevue High School
First Opportunity
John J. Fisher
Floyd W. Fitzpatrick - Walla Walla Area
Ben Flathers
Harold and Annaliese Fleharty
Forbes-Jacobs - History
Nancy Morrison Frasco
David W. Gaiser - Pre-Medical
Robert E. Gardner
Paul Garrett
William H. Gates, Sr.
Ralph Gibbons
Gary and Cheryl Gibson
Michael and Susan Gillespie - Science/Pre-Med
Lionel C. and Dorothy H. Gilmour
Gordon E. Glover
Dr. Harry B. and Gertrude Goodspeed
Roy Goodwin
Elmina E. Graham
Robert W. Graham
John Gravenslund
George H. Grebe - Portland
Paul R. Green
Dr. Albert Wright Greenwell - Pre-Medical
William E. and Harriet A. Grimshaw - Medicine/Law
Leland B. Groezinger, Jr. - Economics
Mixail Petrovich Gromov -
Foreign Language Students
John J. and Stella A. Gurian
La Verne Mansfield Hagan and Paul Hagan
Edwin T. Hanford
Julia Crawford Harris - Music
Haruda Science Scholars
Jeannette Hayner - First-year Female
Hearst Foundation
Carroll and June Heath
Irma Grace Kester Henderson and Chester G.
Henderson
Margaretta Herbert
Mary Olive Evans Higley
Mary Olive Evans Higley - Music
Ida Belle Martin Hoegh
Harold F. and Olga Johnson Holcombe
Thomas Howells
James Fee Huey - Washington
Richard and Dorothy Hundley - Music
Harrison Harden Hungate
Bradley J. Hunt - Merit
Hunter International
Vie Illona Hopkins Husted - Music
Bonnie Jean Hyre - Music
Harold and Gertrude Jackson - Study Abroad
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
Keane Family
Isabelle Welty Keith
Carleton H. and Carolyn M. Kelley - Washington
John G. Kelly
John G. and Martha M. Kelly
Mohammed Nasir Khan - International
Judd D. Kimball
Snyder and Ingrid King
Margaret Gentry Kirk
Margaret Bradford Kittel - Art/History
Rodney Phelps Kittel - Music/Physics
Marion Klobucher - Teaching
Virginia Lee Knight
Ralph and Vivian Knudsen
Amy Jane Reichert Ladley - Kappa Kappa Gamma
Gerald DeRoss Ladley - Sophomore
James Lamar
Grace Lazerson
Cynthia Ann Lechner
Marion LeFevre - Foreign Language
Mary Emily Winters Legge
Miriam Edwards LeRoux - Music
Ferdinand Libenow - American Indian
Robert C. Lile
Iris Myers Little and Agnes Little
George Solomon and Thomas Livengood
Fred P. and Miriam Lincoln Loomis
Harry C. Luft - Colville, Washington
Tristram S. Lundquist - Sophomore/Junior
Bertha C. MacDougall - Voice
Angeline M. Malloy - Music
William Mantz
H. Archie and Christina Marshall
Ann Inman Martin - Idaho
C.W. "Bill" Martin, Sr.
Suzanne L. Martin
Stephen H. Mathews
Nancy Ellis Mathiasen - Women
Chester C. Maxey - Beta Theta Pi
Gertrude Maxwell - Junior/Senior
Mary Elizabeth Cottrell May and Michael May
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
McNellis Family
William and Loran Meidinger
Memorial Scholarship
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
Laura M. and Orla L. Moody

Robert L. and Elsie P. Moore
 Joseph O. Mount
 Kit Sheehan Muller
 Murr Family Foundation
 L.T. Murray Foundation
 Charles and Patricia Nelson/Great-West Life -
 Colorado/Washington/Oregon
 Nontraditional Student
 Northrup Family
 Edward R. and Dorothy J. O'Brien
 William L. and Kathryn Williams O'Brien -
 Science and Economics
 Paul O'Reilly
 Harold Ottesen
 Frances Penrose Owen
 Edward A. Paddock - Idaho
 Roy Ross Painter
 Parents Fund - Diversity
 Ida S. Parkinson
 Elizabeth Jones Parry - Music
 B.F. Parsons
 Mildred H. Patterson - Utah
 Robert Patterson - Sociology
 Sara Lloyd Pekarsky and Abraham L. Pekarsky
 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
 Phi Delta Theta - honoring Fred Wilson
 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
 Reader's Digest Foundation
 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 - Vocal Music
 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
 Anna Ennis and Walter Guest Shuham
 Robert and Nadine Skotheim
 Emma A. Smith
 J. Malcolm "Mac" Smith - Political Science
 Scott Bradford Smith - Study Abroad
 Ralph Waldo and Aimee Snyder - Business
 Marilyn Sparks - Theatre
 Eliza Hart Spaulding
 Spokane Area Ashlock Scholarship
 Charles F. and Elizabeth Greenwell Stafford - Pre-Law
 Marjorie Haddon Stansfield
 Agnes C. Steere and David C. Campbell - Music
 David Stevens - Economics
 Mary J. Stewart
 Samuel and Althea Stroum
 George II and Myrtle Bond Struthers
 Elbridge and Mary Stuart - Washington/Oregon/Idaho
 Richard K. Stuart
 Joseph L. Stubblefield Trust
 W. Price and Ruth S. Sullivan - Junior/Senior
 Norm and Lynn Swick - Special Needs
 Sumio and Mii Tai
 Edmund Taylor
 Lucille M. Thomas
 Frank and Lillian Thompson - Teaching
 3-2 Engineering
 Agnes Stephanson Tibbits - Women
 Winton A. Ticknor
 Ed and Rosa Viola Tucker - First-year
 Sherrel Tucker
 Robert Tugman
 Guy M. Underwood
 Nathaniel W. and Bessie O. Usher - Washington
 Dean and Esther Vail
 William E. Wadsworth - First-year
 Marjorie E. Ward
 James Prentice Warner and John Leigh
 Carrie Welch Trust
 Dr. Robert Welty and Eva Roberson
 Mary F. and Sarah Wheeler
 Velma Harris Whitlock
 Whitman Alumni Association
 Robert L. Whitner - History
 Eunice V. Wiemer
 Jean D. Wilkinson - Minority Students
 June Wilson Williams - Music
 Robert Jack Williams - Music
 A.D. Wilson
 Ron Witten
 Hans and Elizabeth Wolf Foundation

Edna Mae and Clare Woodward
George Woodward - Mathematics
Dexter K. Yamada - Chemistry
Robert and Jacqueline Young
Augusta Wilsen Betz and Katharina Betz Zimmerman
Carroll L. Zimmerman - Science
Bertha H. Zoellner Educational Fund

Special Scholarship Programs

Alexander J. Anderson Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards for the current year are \$10,000 and are renewable for four years. Students who receive need-based financial aid will be awarded the Alexander J. Anderson Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Alexander J. Anderson Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarship. The award is based upon a calculation of grade-point average, SAT or ACT scores, and subjective criteria.

Walter Brattain Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards for the current year are \$12,000, and are renewable for four years. Students who receive need-based financial aid will be awarded the Walter Brattain Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Walter Brattain Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarship. The award is based upon a calculation of grade-point average, SAT or ACT scores, and subjective criteria.

Campbell Music Scholarships are awarded to a select group of entering students in recognition of exceptional musical talent and achievement from the proceeds of the Agnes C. Steere Trust. The general purpose of this scholarship program is to recognize students who will contribute to the excellence of the Whitman music community. More specifically, the Campbell Music Scholars will contribute through the study of the instrument or voice on which they have successfully auditioned, and through performance in the appropriate college ensemble, chamber orchestra, choir, or band. The minimum scholarship award is \$500 annually; the maximum is \$2,000 annually.

The **Paul Garrett Scholarships for Men** are supported by the \$3 million Paul Garrett Whitman College Trust, which also provides for admission recruitment in areas removed from Washington, for travel of scholarship candidates to the college, and for a 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 \$4,000 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.

Lomen-Douglas Scholarships are awarded to selected applicants from backgrounds that are underrepresented at Whitman College. The scholarship (combined with other scholarship and grant aid) is in an amount designed to advantage the applicant.

Stephen B.L. Penrose Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards for the current year are \$8,000, and are renewable for four years. Students who receive need-based financial aid will be awarded the Stephen B.L. Penrose Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Stephen B.L. Penrose Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarship. The award is based upon a calculation of grade-point average, SAT or ACT scores, and subjective criteria.

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 \$4,000 to the amount of demonstrated need. President's Scholarships for students without need will be \$4,000.

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 \$4,000. 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, visit New York for a career enrichment experience. Their expenses for the trip are paid by the scholarship program.

Student Awards

Abshire Research Scholar Award
 Bates Foundation Award – Wind Ensemble
 Sheila Berger Prize in 3-2 Engineering
 Borleske Athletic Trophy
 Mignon Borleske Athletic Trophy for Women
 J. Stanley Brode Memorial Biological Life Study Award
 David Campbell Award for Outstanding Senior Recitalist
 Connie Jill Carlstrom Endowed Award in Japanese Studies
 Cherry Production Awards
 Ely Chertok Award in Sociology
 Class of 1986 Minority Student Award
 Edith Blackman Merrell Davis Award
 Delta Gamma Hattie Fry Greek Leadership Award
 Russell J. DeRemer Award for Outstanding Involvement in Student Services
 Dovell-Gose Speech Awards
 Adam Dublin Award for the Study of Global Multiculturalism
 Myron Eells Prize in Northwest History
 Executive Council Award for Outstanding Contribution to ASWC
 Robert Y. Fluno Award in Politics
 Robert W. Graham Award for Excellence in Student Leadership
 Gunsul Holmes One-Act Play
 Ivar Highberg Award – Physics
 Mary Highberg Award – Music
 Robert R. Hosokawa Awards for Journalism Excellence
 Bradley J. Hunt Memorial Award – Theatre
 Hurlow Family – Environmental Studies
 Paul J. Jackson Award for Excellence in Literary Study
 Norman Klockman Award
 Cynthia Ann Lechner Biology Prize
 Brandon Bruce Lee Drama Awards and Internships
 Dr. Albert Ripley Leeds Memorial Prize in Geology
 Eugene Marx Service Award
 Chester C. Maxey Prize in Politics
 Guthrie McClintic Drama Award
 McConn Awards – Theatre
 Jan Mejer Award for Best Essay in Environmental Studies
 David Nord Award in Gay and Lesbian Issues
 Robert Norton Science Research Awards
 Louis B. Perry Student Art Awards
 Louis B. Perry Summer Research Awards
 Laurie Pitts Stage Manager Award
 Genevieve Rasmussen Service Award
 Ronald V. Sires – Robert L. Whitner History Award
 Jim Soden Student-Faculty Research Award
 William W. Soper Prize in Philosophy
 Jean Morgan Stone Award – Theatre
 Arthur Belden Watts – Student Research
 James Albert and Bertha May Steers Winston – Debate Award
 Jonathan Woodward Work Memorial Award
 Wynn Vernazza Award – Music

The **Abshire Research Scholar Award** is awarded annually to professors and students having a need for assistance for research in their scholarly pursuits, selected by a committee consisting of the Dean of the Faculty and division chairs on the basis of merit.

The **Bates Foundation Award** was established in 2003 by Patricia Bates Mattingley '70 for the purpose of providing assistance to a senior Wind Ensemble member who displays strong leadership skills. A junior is selected yearly by the director of the Wind Ensemble to receive assistance for his or her senior year.

The **J. Stanley Brode Memorial Biological Life Study Award** was established by Mrs. J. Stanley Brode in memory of her husband. This fund aids a student for a summer scholarship in biology.

The **Connie Jill Carlstrom Endowed Award in Japanese Studies** is awarded to a promising student of Japanese language and culture with an interest in pursuing a career or graduate studies in some aspect of relations between Japan and the United States.

The **Ely Chertok 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 a student in the late fall on the basis of demonstrated leadership and active involvement at Whitman or in high school, and financial need.

The **Dovell-Gose Prizes**, established in memory of William Thomas Dovell, 1888, and Christopher Columbus Gose, 1886, shall be awarded upon the basis of persuasive speaking contests held once during the academic year.

The **Adam Dublin Award for the Study of Global Multiculturalism** provides research stipends to qualifying faculty and student teams doing scholarly or creative work on issues concerning multiculturalism in the United States or abroad. This endowment was established in 2003 by Trustee Kari Glover '72 and her husband, Thaddas Alston, in memory of Adam Dublin '96 and his commitment to raising awareness of diversity.

The **Robert Y. Fluno Award** is given annually to the author of the most outstanding student paper in the fields of political science and government. Endowment for this award was established by admiring former students of Professor Fluno.

The **Gunsul Holmes One-Act Play Endowment** provides support for the annual One-Act Play competition, including prize money to reward imagination and encourage creativity in the entries.

The **Robert R. Hosokawa Awards for Journalism Excellence** are given annually for distinguished student journalism in the *Pioneer*. Established by David and Beverly Hosokawa and the Hosokawa Family Foundation, this award honors Robert Hosokawa '40 who wrote for the *Pioneer* and *Clock Tower* and earned his tuition as director of the Whitman news bureau while at Whitman. Mr. Hosokawa went on to work as a reporter and editor on several papers in the Midwest and in New York.

The **Paul J. Jackson Award for Excellence in Literary Study** is made to the student who, during the course of the academic year, writes the best paper in a

class given by any of the departments of literature and language.

The **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 provide 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.

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.

The **Louis B. Perry Student Art Awards** present a first, second, and third prize to students entering work in the May Sheehan Gallery exhibit. A selection committee shall judge student artwork the last week prior to Commencement.

The **Louis B. Perry Summer Research Awards** were established to honor Louis B. Perry, eighth President of Whitman College, for his continuing leadership in the Whitman community. The purpose of the award is to encourage faculty to recruit Whitman College students to join them as collaborators in their professional scholarship.

The **Sires-Whitner Prize in History** is awarded annually to the outstanding senior history major as chosen by the faculty of the department of history.

The **William W. Soper Prize in Philosophy** was established by friends and family of Professor Soper in 1987. This award is made annually to the most outstanding senior philosophy major, to be selected by the faculty in the department.

The **Arthur Belden Watts Student Research Fund** supports biology or geology students. Art Watts was a member of the Class of 1975 who made a career as a development and exploration geophysicist. His friends and family established this award in his memory.

The **Jonathan Woodward Work Memorial Endowment** is awarded to a student to support his/her activities in enhancing and furthering the preservation and restoration of natural habitats.

Directories

The faculty of each academic department may be found with each department's course offerings in the *Courses and Programs* section of the catalog. Administrative officers and staff personnel are listed in the back of this publication. This information was effective as of March 2010.

Presidents of the College

Alexander Jay Anderson, Ph.D., 1882-1891

James Francis Eaton, D.D., 1891-1894

Stephen Beasley Linnard Penrose, D.D.,

Litt. D., LL.D., 1894-1934

Rudolf Alexander Clemen, Ph.D., 1934-1936

Walter Andrew Bratton, Sc.D., LL.D., 1936-1942

Winslow Samuel Anderson, Sc.D., LL.D.,

1942-1948

Chester Collins Maxey, Ph.D., LL.D., L.H.D., 1948-

1959

Louis Barnes Perry, Ph.D., LL.D., L.H.D.,

1959-1967

Donald Henry Sheehan, Ph.D., Litt.D., 1968-1974

Robert Allen Skotheim, Ph.D., LL.D., 1975-1988

David Evans Maxwell, Ph.D., 1989-1993

Thomas E. Cronin, Ph.D., LL.D., LL.D., L.H.D.,

1993-2005

George S. Bridges, Ph.D., 2005-Present

The Governing Boards

The two self-perpetuating governing boards of the college, the Board of Trustees and the Board of Overseers, are ultimately responsible for the governance of the college. Their central goal is to support and improve the means by which the college achieves its academic objectives.

The Board of Trustees

The corporate concerns of Whitman College are vested in the Board of Trustees, consisting of up to 18 members who hold office for four-year periods. The board is empowered by charter to hold all properties and to exercise all powers, but it may delegate to the Board of Overseers certain express powers. Dates in parentheses refer to the end date of each trustee's current term of office.

Officers

James L. Robart '69, Seattle, Wash., Chair (2012)

Peter van Oppen '74, Seattle, Wash., Vice Chair

(2013)

George S. Bridges, President of the College

Peter Harvey '84, Treasurer and Secretary

to the Board of Trustees

Members

Megan Clubb '79, Walla Walla, Wash. (2012)
 John C. Coleman '73, Napa, Calif. (2012)
 Lawrence L. Drake '65, Morristown, N.J. (2011)
 Karen E. Glover '72, Seattle, Wash. (2013)
 James K. Hayner, Walla Walla, Wash. (2010)
 Anna Hernandez '82, Piedmont, Calif. (2010)
 Thomas McCracken '63, Seattle, Wash. (2010)
 Bradley M. McMurchie '84, Portland, Ore. (2011)
 Megan Medica '81, Middleburg, Virginia (2013)
 Walter C. Minnick '64, Boise, Idaho (2011)
 Dean Allen Nichols '70, Woodway, Wash. (2012)
 David Nierenberg, Camas, Wash. (2013)
 Nancy B. Serrurier, Menlo Park, Calif. (2013)
 John W. Stanton '77, Bellevue, Wash. (2012)
 Lawrence B. Stone '77, Spokane, Wash. (2012)
 David W. Wyckoff '67, Grandview, Wash. (2010)

Trustees Emeriti

Charles E. Anderson '50, Avon, Conn.
 Robert S. Ball '64, Portland, Ore.
 Nancy Bell Evans '54, Seattle, Wash.
 Allison Stacey Cowles, New York, N.Y.
 John M. Davis, Mercer Island, Wash.
 James H. De Meules '67, Los Angeles, Calif.
 George M. "Jock" Edwards '66, Walla Walla, Wash.
 Nancy Bell Evans '54, Seattle, Wash.
 Don C. Frisbee, Portland, Ore.
 Jerome L. Hillis '61, Seattle, Wash.
 Valerie Logan Hood '60, Seattle, Wash.
 Richard E. Hunter '65, San Marcos, Calif.
 Max G. Johnson '59, Yarrow Pt., Wash.
 John McGregor, Bainbridge Island, Wash.
 Edward R. McMillan '42, Silverdale, Wash.
 Michael Murr, Rye, N.Y.
 Ashton J. O'Donnell '43, San Rafael, Calif.
 Elizabeth Welty, Spokane, Wash.
 Colleen Willoughby '55, Seattle, Wash.

Corporate Name

The corporate name of the institution is the Board of Trustees of Whitman College.

The Board of Overseers

The Board of Overseers consists of approximately 60 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

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 Sarah O. Wang '89, Honolulu, Hawaii, Vice Chair
 Janice M. Abraham, Chevy Chase, Md

Scott P Alderman '90, Kirkland, Wash.
 Nancy Bratton Anderson '86, Olympia, Wash.
 Vojislav Andjelkovic '94, New York, N.Y.
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 Sonya L. Champion, CFRE '83, Seattle, Wash.
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 Andrew U. Ferrari '68, Winchester, Va.
 Julie A. Gaisford '65, Seattle, Wash.
 Danielle Nicole Garbe '97, Arlington, Va.
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 Stephen E. Hammond '79, Potomac Falls, Va.
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 Robert F. Hidaka '76, Bandon, Ore.
 Kay Tai Hodge '69, Boston, Mass.
 Richard A. Johnsen '68, Issaquah, Wash.
 Mark H. Kajita, Walla Walla, Wash.
 Gordon H. Keane, Jr. '68, Portland, Ore.
 Michelle N. Keith '85, Walla Walla, Wash.
 George Chris Kosmos, Jr. '70, Seattle, Wash.
 Nola Schatzel Kulig '81, Longmeadow, Mass.
 Sally Clarke Landauer '61, Portland, Ore.
 Leigh Ann Lucero '91, Seattle, Wash.
 Michael J. Mahoney '82, Hillsborough, Calif.
 Sarah Swanson Michelson '82, Walla Walla, Wash.
 Lynn Kamman Mickelson '75, Glen Allen, Va.
 Esther Hook Milnes '73, Chatham, N.J.
 Tricia Putnam Montgomery '90, Bellevue, Wash.
 James R. Moore '66, Salt Lake City, Utah
 Heather Myers '87, Bethlehem, Pa.
 William R. Neff '67, Greenwood Village, Colo.
 Charles Patrick Nelson '83, Castle Rock, Colo.
 Dan Le Nguyen-Tan '96, San Francisco, Calif.
 Thomas H. Oldfield '67, Gig Harbor, Wash.
 George R. Osborne, Jr. '66, Kirkland, Wash.
 Michael W. Phillips '70, Rancho Santa Fe, Calif.
 Marc Pitre '88, Los Angeles, Calif.
 J. Benson Porter, Jr. '87, Menlo Park, Calif.
 Jerry Purcell '60, Long Beach, Calif.
 J. Michael Rona '73, Mercer Island, Wash.
 Rand L. Rosenberg '75, San Francisco, Calif.
 Charles W. Rosenberry II '81, Vashon, Wash.
 Michelle Mathieu Rubesch '92, Seattle, Wash.
 Stephen P. Sander '64, Seattle, Wash.
 Gregory R. Serrurier, Menlo Park, Calif.
 Jason P. Smith '97, Marysville, Wash.
 Norman H. Swick '71, Seattle, Wash.
 Denise Garvey Tabbutt '87, Seattle, Wash.
 John R. Valaas '66, Medina, Wash.
 Timothy Frits van Oppen '70, Hillsborough, Calif.
 William G. Way '80, Paradise Valley, Ariz.
 Thomas O. Whittaker '66, Wilsonville, Ore.

Overseers Emeriti

Terry P. Abeyta '73
 John F. Alsip III '59
 James K. Anderson, Jr. '58
 Helen Barron-Liebel '44
 Penny Penrose Bignold '56
 Margie Boulé '73
 Robert W. Bratton '53
 Robert I. Brunton '57

Ernest A. Burgess '62
 Nancy McKay Burton '53
 John D. Cadigan '62
 Bruce Cadwell '62
 Margaret Copeland Corley '52
 James S. Cottle '66
 L. W. "Scotty" Cummins '38
 Dennis E. Davin '56
 Earl B. Dusenbery '40
 Sherwood L. Fawcett
 Barbara S. Feigin '59
 Harriet Johnston Fix
 John J. Flaherty '64
 Douglas Flegel '62
 Harold R. Frank '45
 H. Graham Gaiser '58
 Georgia-Mae Gallivan '37
 John J. Gilmour '49
 Phelps R. Gose '58
 Warren H. Gross '62
 Sigvard T. Hansen '57
 Roy A. Henderson '64
 John B. Henkels
 Timothy H. Hill '58
 George W. Holfield '59
 Fred J. Kimball
 Stephen G. Kimball
 Frank G. Lamb '62
 Edward N. Lange '56
 Peter T. Lewis '81
 Loren H. Lounsbury '56
 Elizabeth Storie Mackin '37
 Michael R. Malone '74
 F. James McCarthy '63
 Elizabeth Kennedy McFarland '45
 Alexander C. McGregor '71
 Carolyn Vester McMurchie '54
 Mary V. Metastasio '73
 G. Jeffrey Moore '61
 David J. Morris '67
 Margaret A. Murphy '62
 Randall C. Nelson '66
 D. Peter Newland '67
 Richard E. Odegard '62
 A. Daniel O'Neal, Jr. '58
 David L. Page '57
 Terrence R. Pancoast '65
 Norma J. Paulus
 Robert V. Pennington '54
 Louis B. Perry
 John A. Peterson '54
 Wilber E. Pribilsky '55
 Warren T. Raymond '47
 Gordon S. Riess '49
 Mary Jane Corliss Shea '71
 Morris G. Shore '60
 Grant J. Silvernale '50
 Robert A. Skotheim
 Mary Eby Tate '57
 Elizabeth Tersagian Taylor '44
 Richard C. Yancey '49
 Kinji Yasu '62
 Robert W. Young '55
 William H. Zavin II '65

Alumni Association

The Whitman College Alumni Association is the organized body of the alumni of the college, and all graduates of the college are members of the association. Upon request, all persons who have attended the college one term or more and whose entering class has graduated may be placed on record as members of the association. The college has more than 14,000 living alumni.

The association's activities are directed by a 13-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 the Student Engagement Center. Almost 50 percent of alumni support the college financially.

Alumni Association Board of Directors

Dates in parentheses refer to the expiration of each director's term.

Mary Deming Barber '78, Anchorage, Alaska (2012)
 Linda King Brewer '66, San Francisco, Calif.,

President (2011)

John Blackmon '79, Las Vegas, Nev. (2011)

Danielle Garbe '97, Arlington, Va. (2010)

Ryan Hagemann '94, Portland, Ore., Vice President (2011)

Cara Haskey '94, Portland, Ore. (2012)

J. Preston Frederickson '02, Walla Walla, Wash. (2011)

Kottayam V. Natarajan, Jr. '89, Spokane, Wash. (2012)

Andrew Noble '97, San Francisco, Calif. (2010)

Thomas Oldfield '67, Tacoma, Wash. (2011)

Katie Santorsola Hoisington '05, Berkeley, Calif., Young Alumni Representative (2011)

Sarah Wang '89, Honolulu, Hawaii (2010)

Cathy Highberg Williams '70, Auburn, Wash. (2010)

Ex Officio Members

President of the College

President of the Associated Students of Whitman College

Chair, Alumni Fund

Director of Alumni Relations

Immediate Past President of the Alumni Board

The Academic Council

The Academic Council is responsible for matters pertaining to educational policy, decisions pertaining to the administration of the legislation of the faculty, actions on student requests for modification and release from college regulations, matters involving the relationship of the faculty and its policies to the administration and to student affairs, and such matters of policy or operational procedure as may be presented to it by the president of the college and the chair of the council.

Voting members of the Academic Council are: three elected members of its subcommittee, the Board of Review; the three elected members of a second subcommittee, the Policy Committee; and the three division chairs. Ex officio members without vote are the President of the College, the Provost and Dean of the Faculty, the Associate Dean of the Faculty, the Dean of Students, and the Registrar. The chair of the faculty is ex officio chair of the Academic Council. He or she may vote in the case of a tie vote.

The Chair of the Faculty

Andrea K. Dobson

The Board of Review

Zahi Zalloua (term expires 2010)

Brian R. Dott (term expires 2011)

Albert W. Schueller (term expires 2012)

The Policy Committee

Christopher S. Wallace (term expires 2010)

Walter T. Herbranson (term expires 2011)

Theresa M. DiPasquale (term expires 2012)

The Division Chairs

Social Sciences and Education, Brian R. Dott

Humanities and Arts, Jonathan S. Walters

Basic Sciences and Mathematics, Kendra J. Golden

Ex Officio

The President of the College

The Provost and Dean of the Faculty

The Associate Dean of the Faculty

The Dean of Students

The Registrar

The Faculty

The general faculty consists of certain officers of the administration and all members of the active teaching staff. The teaching staff is organized as subfaculties called divisions (see *Courses of Instruction*). The function of the divisional faculties is the consideration

of divisional policies and the administration of the divisional curricula. The chair of each divisional faculty is the executive officer of that division, and is elected by vote of the respective faculties for a three-year term.

The first date within parentheses is the date of initial appointment to Whitman College; the second is the date of initial appointment to the present rank. Ranks given are those obtained in early September 2010.

Faculty

Shukri B. Abed (2010-2010), Edward F. Arnold Visiting Professor of Arabic. B.A., Tel Aviv University; M.A., Ph.D., Harvard University.

Michelle Acuff (2007, 2007), Assistant Professor of Art. B.A., Augustana College; M.A., M.F.A., University of Iowa.

Blake Adams (2009, 2009), Visiting Assistant Professor of Music. B.A., Whitman College; M.M., Western Washington University.

Sharon Alker (2004, 2010), Associate Professor of English and General Studies. B.A., M.A., Simon Fraser University; Ph.D., University of British Columbia.

Paul Apostolidis (1997, 2003), Associate Professor of Politics and Judge and Mrs. Timothy A. Paul Chair of Political Science. A.B., Princeton University; M.A., Ph.D., Cornell University.

Susan Babilon (1995, 2009), Senior Adjunct Assistant Professor of Foreign Languages and Literatures. B.A., University of South Florida; M.A., Ph.D., City University of New York.

Nicholas E. Bader (2006, 2007), Visiting Assistant Professor of Geology. B.A., Earlham College; M.S., University of Arizona, Tucson; M.A., Ph.D., University of California.

Barry Allen Balof (2003, 2009), Associate Professor of Mathematics. B.A., Colorado College; M.A., Ph.D., Dartmouth College.

Mark Beck (1996, 2010), Professor of Physics. B.S., Ph.D., University of Rochester.

Susanne N. Beechey (2008, 2008), Assistant Professor of Politics. B.A., Macalester College; Ph.D., The George Washington University.

Halefom Belay (1996, 2002), Associate Professor of Economics. B.A., State University of New York at Cortland; M.A., Ph.D., State University of New York at Binghamton.

Jan Christian Bernabe (2009, 2009), Visiting Assistant Professor of Art History. B.A., Bates College; M.A., Ph.D., University of Michigan, Ann Arbor.

Shampa Biswas (1999, 2005), Associate Professor of Politics. B.A., M.A., University of Delhi; M.A., Syracuse University; Ph.D., University of Minnesota.

Pavel Blagov (2009, 2009), Assistant Professor of Psychology. B.A., Connecticut College; M.A., Ph.D., Emory University.

Amy Blau (2006, 2006), Visiting Assistant Professor of Foreign Languages and Literatures. B.A., Haverford College; Ph.D., University of Illinois at Urbana-Champaign.

- Ben I. Bloch** (2005, 2005), Visiting Assistant Professor of Art. B.A., Amherst College; M.A., M.F.A. (Fine Arts); M.F.A. (Creative Writing), University of Montana.
- Mare K. Blocker** (2006, 2006), Visiting Assistant Professor of Art. B.F.A., University of Washington; M.F.A., University of Idaho.
- Aaron Bobrow-Strain** (2004, 2010), Associate Professor of Politics. B.A., Macalester College; M.A., Stanford University; Ph.D., University of California, Berkeley.
- William C. Bogard** (1987, 2000), DeBurgh Chair of Social Sciences and Professor of Sociology. B.A., M.A., Ph.D., Colorado State University.
- Janis Breckenridge** (2008, 2008), Assistant Professor of Spanish. B.A., Purdue University; M.A., Ph.D., University of Chicago.
- Philip D. Brick** (1990, 2005), Miles C. Moore Professor of Politics. B.A., Lawrence University; M.A., Ph.D., University of California, Berkeley.
- George S. Bridges** (2005, 2005), President of the College and Professor of Sociology. B.A., University of Washington; M.A., Ph.D., University of Pennsylvania.
- Dana L. Burgess** (1986, 2005), Professor of Classics. A.B., Bard College; M.A., Ph.D., Bryn Mawr College.
- Allison Anne Calhoun** (2002, 2007), Associate Professor of Chemistry. B.S., Ph.D., University of Georgia.
- Thomas A. Callister, Jr.** (1994, 2005), Associate Dean of the Faculty (2004); Professor of Education. A.B., University of Southern California; M.Ed., Ph.D., University of Utah.
- David H. Carey** (1989, 2004), Professor of Philosophy. B.A., St. John's College; S.T.B., M.A., Gregorian University; M.A., Ph.D., University of Pittsburgh.
- Robert James Carson** (1975, 1987), Grace Farnsworth Phillips Professor of Geology and Environmental Studies. A.B., Cornell University; M.S., Tulane University; Ph.D., University of Washington.
- Jessica Cerullo** (2009, 2009), Visiting Assistant Professor of Theatre. B.A., Hofstra University; M.F.A., Naropa University.
- Carolyn L. Chandler** (1986, 2007), Senior Lecturer of Spanish. B.A., University of Washington; M.A., New York University.
- Julie A. Charlip** (1993, 2008), Professor of History. B.A., Rider College; M.A., Ph.D., University of California, Los Angeles.
- Melissa W. Clearfield** (2001, 2007), Associate Professor of Psychology. B.A., Middlebury College; Ph.D., Indiana University.
- Mitchell S. Clearfield** (2008, 2008), Visiting Instructor of Philosophy and General Studies. B.A., University of Pennsylvania; M.A., University of Notre Dame.
- Charles Cleveland** (1985, 1994), Dean of Students (1994) and Instructor of Sociology. B.S., M.A., Arizona State University.
- Clark Andrews Colahan** (1983, 2000), Anderson Professor of Humanities and Professor of Foreign Languages and Literatures. B.A., Pomona College; M.A., California State University at Los Angeles; Ph.D., University of New Mexico.
- John David Cotts** (2004, 2009), Associate Professor of History. B.A., Oberlin College; M.A., Ph.D., University of California, Berkeley.
- Peter Crawford** (1995, 2007), Senior Lecturer of Music. B.S., Valley City State University; M.M., University of Idaho.
- Dennis Crockett** (1992, 1998), Associate Professor of Art History. B.A., University of South Florida; M.A., Queens College; Ph.D., City University of New York.
- Cynthia Croot** (2007, 2007), Assistant Professor of Theatre. B.A., Washington College; M.F.A., Columbia University.
- Jan P. Crouter** (1985, 1990), Associate Professor of Economics. B.S., The Colorado College; M.S., Ph.D., University of Illinois.
- Roberta Davidson** (1988, 2008), 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, Chair of the Faculty. B.A., Whitman College; M.S., Ph.D., New Mexico State University.
- Heidi E. M. Dobson** (1992, 2007), Professor of Biology. B.S., B.A., Ph.D., University of California, Berkeley; M.S., University of California, Davis.
- Brian R. Dott** (2002, 2006), Associate Professor of History. B.A., University of Minnesota; M.A., University of Michigan; Ph.D., University of Pittsburgh.
- Frank M. Dunnivant** (1999, 2005), Associate Professor of Chemistry. B.S., Auburn University; M.S., Ph.D., Clemson University.
- Robert Scott Elliott** (2004, 2010), Associate Professor of English. B.A., Vanderbilt; M.A., University of Colorado, Boulder; M.F.A., Columbia University.
- Ashley Esarey** (2009, 2009), Visiting Assistant Professor of Politics. B.A., Occidental College; Ph.D., 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, 2008), Associate Professor of Education. B.A., University of Nebraska; M.A., Washington State University; Ph.D., University of Idaho.
- Michelle K. Ferenz** (2001, 2009), Senior Lecturer of Sport Studies; Head Women's Basketball Coach; Associate Athletics Director; Senior Women's Administrator. 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.

- Patrick R. Frierson** (2001, 2007), Associate Professor of Philosophy. B.A., Williams College; M.A., Ph.D., University of Notre Dame.
- Alberto S. Galindo** (2006, 2006), Assistant Professor of Spanish. B.A., University of Puerto Rico, M.A., Ph.D., Princeton University.
- Brien K. Garnand** (2008, 2008), Assistant Professor of History. B.A., Loyola University of Chicago; M.A., University of Wisconsin; Ph.D., University of Chicago.
- Luis A. Gautier-Mercado** (2009, 2009), Visiting Assistant Professor of Economics. B.A., University of Puerto Rico; M.Sc., University of Warwick; M.A., University of Essex; Ph.D., Southern Illinois University.
- Jennifer M. Gee** (2009, 2009), Visiting Assistant Professor of Biology. B.A., Swarthmore College; B.A., University of Washington; Ph.D., Princeton 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.
- Marion Gabriele Götz** (2007, 2007), Assistant Professor of Chemistry. B.S., Armstrong Atlantic State University; Ph.D., Georgia Institute of Technology.
- Amy C. Groth** (2009, 2009), Visiting Assistant Professor of Biology. B.S., University of California, San Diego; Ph.D., Stanford University.
- David R. Guichard** (1985, 2000), Professor of Mathematics. B.A., Pomona College; M.A., M.S., Ph.D., University of Wisconsin.
- Rebecca Roman Hanrahan** (2003, 2009), Associate 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.
- 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, 2007), Professor of Economics. B.A., Grinnell College; Ph.D., University of Minnesota.
- Donghui He** (2008, 2008), Assistant Professor of Foreign Languages and Literatures. B.A., M.A., Hebei University, China; Ph.D., University of British Columbia.
- Jocelyn N. Hendrickson** (2009, 2009), Assistant Professor of Religion. B.A., B.A., University of Washington; M.A., University of Ulster, Ph.D., Emory University.
- Walter T. Herbranson** (2000, 2006), Associate Professor of Psychology and Herbert and Pearl Ladley Endowed Chair of Cognitive Science. B.A., Carleton College; M.S., Ph.D., University of Utah.
- Thomas G. Hines** (1994, 2010), Professor of Theatre. B.S., M.A., Northern Illinois University; M.F.A., University of Washington.
- Kurt R. Hoffman** (1992, 2007), 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.
- Julia Anne Ireland** (2008, 2008), Assistant Professor of Philosophy. B.A., Whitman College; M.A., Ph.D., DePaul University.
- John R. "Jack" Iverson** (2004, 2010), Associate Professor of Foreign Languages and Literatures. B.A., St. Olaf College; M.A., Ph.D., University of Chicago.
- Richard Nelson Jacks** (1979, 1979), Associate Dean of Students: Health and Wellness and Associate Professor of Psychology. B.A., M.Ed., Eastern Washington State College; Ph.D., Stanford University.
- Katherine Jackson** (2007, 2007), Assistant Professor of Biology. B.S., M.S., University of Toronto; Ph.D., Harvard University.
- Michelle Y. Janing** (2000, 2006), Associate Professor of Sociology and Garrett Fellow. B.A., St. Olaf College; M.A., Ph.D., University of Notre Dame.
- Douglas Henry Juers** (2003, 2010), Associate Professor of Physics. A.B., Cornell University; Ph.D., University of Oregon.
- Marcus A. Juhasz** (2009, 2009), Assistant Professor of Chemistry. B.A., Wittenberg University; M.S., Ph.D., University of California, Riverside.
- Timothy V. Kaufman-Osborn** (1982, 1992), Provost and Dean of the Faculty (2009-); Interim Dean of the Faculty (2006-2007); 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), Professor of Mathematics. Dean of the Faculty (1996-2006). B.A., University of Oregon; M.A., Ph.D., Princeton University.
- Daniel Webster Kent** (2010, 2010), Visiting Assistant Professor of Religion. B.A., Whitman College; M.A., Ph.D., University of Virginia.
- Bokyoung Kim** (2007, 2007), Assistant Professor of Art History. B.A., M.A., Seoul National University; Ph.D., University of California, Los Angeles.
- 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.
- Kristy M. King** (2009, 2009), Visiting Instructor of Politics. B.A., University of Massachusetts.
- Leena S. Knight** (2007, 2007), Assistant Professor of Biology. B.S., University of Illinois at Chicago; Ph.D., University of Washington.

- Nadine M. Knight** (2007, 2007), Assistant Professor of English. B.A., Princeton University; A.M., Ph.D., Harvard University.
- Thomas A. Knight** (2006, 2007), Assistant Professor of Biology. B.A., Alma College; M.S., Eastern Michigan University; Ph.D., University of Washington.
- Hilary M. Lease** (2009, 2009), Visiting Assistant Professor of Biology. B.S., Middlebury College; M.S., University of Wyoming; Ph.D., University of New Mexico.
- Christopher Leise** (2009, 2009), Assistant Professor of English. B.A., Hofstra University; M.A., Ph.D., University at Buffalo (SUNY).
- Nina E. Lerman** (1995, 2002), Associate Professor of History. A.B. Bryn Mawr; M.A., Ph.D. University of Pennsylvania.
- Gustavo Licón** (2009, 2009), Visiting Assistant Professor of History. B.A., Brown University; M.A., Ph.D., The University of Southern California, Los Angeles.
- Nathan R. Lien** (2008, 2008), Visiting Assistant Professor of Chemistry. B.A., Wartburg College; Ph.D., The University of Iowa.
- Liu Lu** (2009, 2009), Visiting Assistant Professor of History. B.A., Jilin University; M.A., Nanjing University; Ph.D., University of California, San Diego.
- Timothy E. Machonkin** (2006, 2007) 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** (2005, 2005), Assistant Professor of English. B.A., University of Delhi; M.A., University of Rochester; Ph.D., New York University.
- Jean Carwile Masteller** (1978, 1994), Professor of English. B.A., Lynchburg College; M.A., University of Virginia; Ph.D., University of Minnesota.
- Richard N. Masteller** (1978, 1994), Professor of English. B.A., University of Rochester; M.A., University of Virginia; Ph.D., University of Minnesota.
- Jennifer Anne McGovern** (2009, 2009), Visiting Johnston Professor of English. B.A., University of Chicago; M.A., A.B.D., University of Iowa.
- Charles Fremont McKhann** (1990, 2006), Professor of Anthropology. B.A., Whitman College; M.A., Ph.D., University of Chicago.
- Alison R. McNulty**, Visiting Assistant Professor of Art. B.F.A., Washington University; M.F.A., University of Florida.
- Rogers B. Miles** (1990, 2009), Senior Adjunct Assistant Professor of Religion and General Studies. B.A., Bowdoin College; Ph.D., Princeton University.
- Gilbert Felipe Mireles, Jr.** (2003, 2007), Assistant Professor of Sociology. B.A., Swarthmore College; M.A., M. Phil., Ph.D., Yale 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.
- Suzanne Elizabeth Morrissey** (2008, 2008), Assistant Professor of Anthropology. B.A., State University of New York; M.A., Ph.D., Syracuse University.
- Kirsten P. Nicolaysen** (2006, 2006), Assistant Professor of Geology. B.A., Colorado College; M.S., University of Wyoming; Ph.D., Massachusetts Institute of Technology.
- Kari Marie Norgaard** (2005, 2005), Assistant Professor of Sociology and Environmental Studies. B.S., Humboldt State University; M.A., Washington State University; Ph.D., University of Oregon.
- Jeff W. Northam** (1997, 2009), Senior Lecturer of Sport Studies; Head Men's Tennis Coach; Curricular Coordinator. B.A., Whitman College; M.S., Boise State 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.
- Joseph Page** (2008, 2008), Visiting Assistant Professor of Art. B.A., Knox College; M.F.A., Alfred University.
- Robert J. Parcels** (1982, 1988), Associate Professor of Economics. B.S., B.A., Boise State University; M.A., Ph.D., State University of New York at Binghamton.
- Timothy H. Parker** (2006, 2008), Assistant Professor of Biology. B.A., Clark University; M.S., Kansas State University; Ph.D., University of New Mexico.
- Nathaniel E. Q. Paust** (2009, 2009), Visiting Assistant Professor of Astronomy. B.A., Whitman College; M.S., New Mexico State University; Ph.D., Dartmouth College.
- Anne Helen Petersen** (2009, 2009), Visiting Instructor of Rhetoric and Film Studies. B.A., Whitman College; M.A., University of Oregon; A.B.D., University of Texas.
- 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.
- MaLynda Poulsen-Jones** (2008, 2008), Visiting Assistant Professor of Art. B.F.C., M.F.A., Boise State University.
- Jason C. Pribilsky** (2003, 2009), Associate 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.
- Matthew Reynolds** (2008, 2008), Assistant Professor of Art History. B.A., Sonoma State University; M.A., San Francisco State University; M.A., Ph.D., University of Rochester.
- Katrina C. Roberts** (1998, 2010), Mina Schwabacher Professor of English/Creative Writing and Humanities. A.B., Harvard University; M.F.A., Iowa Writer's Workshop.

- Gary O. Rollefson** (2005, 2009), Professor of Anthropology. B.A., University of California, Berkeley; M.A., Ph.D., University of Arizona, Tucson.
- James E. Russo** (1989, 1995), Associate Professor of Biochemistry, Biophysics, and Molecular Biology. B.A., Illinois Wesleyan University; Ph.D., The Johns Hopkins University.
- David F. Schmitz** (1985, 1997), Robert Allen Skotheim Chair of History. B.A., SUNY at Plattsburgh; M.A., SUNY at Stony Brook; Ph.D., Rutgers University.
- Albert W. Schueller** (1996, 2002), Associate Professor of Mathematics. B.S., Pennsylvania State University; M.A., Ph.D., University of Kentucky.
- Laura M. Schueller** (1996, 2002), Associate Professor of Mathematics. B.S., Pennsylvania State University; M.A., Ph.D., University of Kentucky.
- Margo Scribner** (1981, 2009), Senior Adjunct Assistant Professor of English and General Studies. B.A., Brigham Young University; M.A., York University, Toronto, Canada; Ph.D., University of Arizona.
- Vivian Elyse Semerdjian** (2003, 2009), Associate Professor of History. B.A., Albion College; M.A., University of Michigan; Ph.D., Georgetown University.
- Lynn L. Sharp** (1999, 2005), Associate Professor of History. B.A., University of Colorado; M.A., Ph.D., University of California, Irvine.
- Scott Shields** (1994, 2009), Senior Lecturer of Sport Studies; Head Women's Soccer Coach; Assistant Athletics Director/Compliance Coordinator. B.A., Whitman College; M.E., Walla Walla College.
- Robert Charles Sickels** (1999, 2010), Professor of Rhetoric and Film Studies. B.A., M.A., California State University, Chico; Ph.D., University of Nevada, Reno.
- Nicole Simek** (2005, 2005), Assistant Professor of Foreign Languages and Literatures and General Studies. B.A., M.A., Case Western Reserve University; Ph.D., Princeton University.
- Deberah M. Simon** (1995, 2008), Senior Lecturer of Chemistry. B.A., Whitman College.
- Nancy Lynn Simon** (1967, 1985), Garrett Professor of Dramatic Arts and Professor of Theatre. B.A., Whitman College; M.A., Tufts University; Ph.D., University of Washington.
- Dean C. Snider** (1996, 2009), Senior Lecturer of Sport Studies; Director of Athletics. 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.
- Nohemy Solórzano-Thompson** (2003, 2009), Associate Professor of Spanish. B.A., Cornell University; M.A., Stanford University; Ph.D., Cornell University.
- Patrick K. Spencer** (1984, 1997), Professor of Geology. 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.
- 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.
- Andrea Verena Valenzuela** (2008, 2008), Assistant Professor of Spanish. B.A., M.A., University College London, Ph.D., Princeton University.
- Elizabeth Vandiver** (2004, 2008), Clement Biddle Penrose Associate Professor of Latin and Classics. B.A., Shimer College; M.A., Ph.D., University of Texas at Austin.
- Daniel M. Vernon** (1995, 2009), Professor of Biology. B.A., Oberlin College; Ph.D., University of Arizona.
- Samantha Brooke Vick** (2006, 2006), Assistant Professor of Psychology. B.A., Colorado College; M.A., Ph.D., University of California, Santa Barbara.
- Leroy Grover Wade, Jr.** (1989, 1989), Professor of Chemistry. B.A., Rice University; A.M., Ph.D., Harvard University.
- Christopher S. Wallace** (2000, 2007), Dr. Robert F. Welty Associate Professor of Biology. B.A., B.S., Ph.D., University of Illinois, Urbana-Champaign.
- Jonathan S. Walters** (1992, 2007), Professor of Religion. B.A., Bowdoin College; A.M., Ph.D., University of Chicago Divinity School.
- Yingning Wang** (2009, 2009), Visiting Assistant Professor of Economics. B.A., Central South University; M.A., Fudan University; Ph.D., Texas A&M University.
- Shu-chu Wei-Peng** (1985, 2006), John and Jean Henkels Endowed Chair of Chinese Languages and Literatures. B.A., Tunghai University, Taiwan; M.A., University of Hawaii, University of Massachusetts; Ph.D., University of Massachusetts.
- 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, 2009), Associate Professor of Religion. B.S., Stanford University; M.A., Claremont Graduate School; Ph.D., University of California, Santa Barbara.
- James Winchell** (2008, 2009), Visiting Assistant Professor of Foreign Languages and Literatures. B.A., M.A., Ph.D., University of Washington.
- 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, 2007), Dr. Robert F. Welty Associate 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.

- Jackie Wood** (1992, 2008), Senior Lecturer of Music. B.A., Whitman College; M.A., Washington State University.
- Jacqueline Woodfork** (2006, 2006), Assistant Professor of History. B.A., Middlebury College; M.A., Ph.D., The University of Texas at Austin.
- 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, 2009), Associate Professor of Foreign Languages and Literatures. B.A., M.A., M.A., San Diego State University; Ph.D., Princeton University.
- Wencui Zhao** (2008, 2008), Visiting Instructor of Foreign Languages and Literatures. B.A., Peking University; M.A., Yunnan University.
- Adjunct Faculty**
- Matthew W. Airy**, Adjunct Instructor of Sport Studies. B.A., Whitman College; M.E., University of Washington.
- Christina M. Barry**, Adjunct Instructor of General Studies. B.A., University of Portland; M.A., George Fox University.
- Jennifer Blomme**, Instructor of Sport Studies; Head Swimming Coach. B.A., Grinnell College; M.S., Indiana University.
- Charly Bloomquist**, Adjunct Assistant Professor of Art. B.A., Alfred University; B.F.A., M.F.A., California Institute of the Arts.
- Sally Bormann**, Adjunct Assistant Professor of General Studies. B.A., University of Minnesota; M.A., Ph.D., University of Michigan.
- Eric Bridgeland**, Instructor of Sport Studies and Head Men's Basketball Coach. B.A., University of Manitoba, Canada.
- Julie Anne Carter**, Adjunct Assistant Professor of Library Science. M.S., Mars Hill College; M.L.I.S., University of South Carolina.
- James W. Cotts**, Adjunct Instructor of Mathematics. A.B., Hope College; M.S., New Mexico State University.
- Jeff Cross**, Adjunct Instructor of Chemistry. B.S., Walla Walla College; M.S., Colorado State University.
- Laura Cummings**, Adjunct Instructor of Sport Studies. B.A., B.M., University of Washington.
- Amy Dodds**, Adjunct Assistant Professor of Music. B.A., Walla Walla College; M.A., D.M.A., Claremont Graduate University.
- Julia L. Duffus Dunn**, Adjunct Instructor of Sport Studies. B.A., Whitworth College; M.A., The Ohio State University.
- Malcolm R. Dunn**, Instructor of Sport Studies and Head Men's and Women's Cross-Country Running Coach. B.A., Carleton College; M.S., University of Nevada; M.S., Smith College.
- John David Earnest**, Adjunct Assistant Professor of Music. B.M., M.M., University of Texas at Austin.
- Dawn W. Forbes**, Adjunct Assistant Professor of Art. B.A., Whitman College; M.F.A., Vermont College of Union Institute and University.
- Walter R. Froese**, Adjunct Instructor of Sport Studies. B.S., Walla Walla College.
- Michele Hanford**, Adjunct Instructor of Sport Studies.
- Machelle Hartman**, Adjunct Instructor of Chemistry. B.A., Walla Walla College; M.A., Antioch, Seattle.
- John Hein**, Instructor of Sport Studies and Head Women's Tennis Coach. B.A., University of California, Santa Cruz; M.S., California State University, Chico.
- Jared Holowaty**, Instructor of Sport Studies and Head Baseball Coach. B.S., Eastern Connecticut State University.
- Ida Lee Hutson-Fish**, Adjunct Instructor of Dance.
- Hitomi Johnson**, Adjunct Instructor of Foreign Languages and Literatures. B.S., Walla Walla College.
- Lee Keene**, Adjunct Assistant Professor of Library Science. B.A., University of California, San Diego; M.S., University of Texas, Austin.
- Brooke Kennedy**, Interim Head Athletic Trainer and Instructor of Sport Studies and Athletic Trainer. B.A., Whitworth College.
- John Kerwin**, Adjunct Instructor of Sport Studies. B.A., Rider University; M.A., Washington State University.
- Adam Kirtley**, Adjunct Instructor of General Studies. B.A., Wabash College; M.Div., Emory University.
- Alyssa Latham**, Adjunct Instructor of Sport Studies, Strength and Conditioning Intern. B.A., Albertson College of Idaho; M.A., Walla Walla University.
- Noah Leavitt**, Adjunct Assistant Professor of Sociology and General Studies. B.A., Haverford College; M.A., University of Chicago; J.D., University of Michigan Law School.
- Edith Liebrand**, Adjunct Instructor of Foreign Languages and Literatures. B.A., M.A., Purdue University.
- Vicki Lloid**, Adjunct Instructor of Dance.
- Jay Peter McClure**, Head Men's Golf Coach. B.A., Whitman College.
- Amy Molitor**, Adjunct Assistant Professor of Environmental Studies and Sport Studies, and Academic Assistant for Environmental Studies. B.S., University of Idaho; M.S., Ph.D., University of Montana.
- Ray Skip Molitor**, Instructor of Sport Studies and Head Women's Golf Coach; Assistant Director of Athletics. B.A., M.A., Gonzaga University.
- Jennifer Hess Mouat**, Adjunct Assistant Professor of General Studies. B.A., Willamette University; M.A., University of Wales; Ph.D. University of St. Andrews.
- Sam Norgaard-Stroich**, Adjunct Instructor of Sport Studies. B.A., University of California, Santa Barbara.
- Carolyn Papineau**, Instructor of Sport Studies and Head Women's Volleyball Coach. B.A., University of Washington; M.S. Bastyr University.
- Alicia Riley**, Adjunct Instructor of Sport Studies. B.A., Bloomsburg University of Pennsylvania.
- David Schulz**, Adjunct Assistant Professor of Art. B.A., St. Olaf College; M.F.A., School of Visual Arts, NYC.

Brien R. Sheedy, Adjunct Instructor of Sport Studies. B.S., State University of New York, Syracuse; M.A., University of Texas, Austin.

Robin Waytenick Smasne, Lecturer of Theatre. B.S., Oregon State University; M.F.A., University of Arizona.

Cindy Stevenson McClure, Adjunct Instructor of Psychology. B.A., Whitman College; M.A., City University, Seattle; Ph.D., Walden University.

Jenna Terry, Adjunct Assistant Professor of English. B.A., Wesleyan University; M.F.A., University of Houston.

Rebecca T. Thorpe, Adjunct Instructor of Sport Studies. B.A., Gonzaga University; M.A., University of Nevada.

Bruce Toews, Adjunct Instructor of Economics. B.A., Pacific Union College; M.B.A., California State University, San Bernadino.

Kari L. Tupper, Adjunct Assistant Professor of General Studies. B.A., M.A., Ph.D., University of Washington.

Claire Valente, Adjunct Assistant Professor of General Studies. A.B., A.M., Ph.D., Harvard University; M. St., Oxford University.

Kevin S. Walker, Lecturer of Theatre. B.S., Humboldt State University; M.F.A., University of Oregon; M.A., Willamette University.

Michael Washington, Instructor of Sport Studies; Head Men's Soccer Coach.

C. Susan Weiler, Research Associate of Biology. B.A., Ph.D., University of California, San Diego.

Troy M. Wilson, Adjunct Instructor of Anthropology. B.A., Carroll College; M.A., Washington State University.

Karen Zizzi, Lecturer of Music. B.M., Peabody Institute of the Johns Hopkins University; M.M., Cincinnati College Conservatory of Music.

Music Assistants

Genevieve Baglio	Lori Parnicky
William Berry	Leo Potts
Laura Curtis	Kraig Scott
Amy Dodds	Chelsea Spence
John David Earnest	Jon St. Hilaire
Phil Lynch	Maya Takemoto
Spencer Martin	Kristin Vining-Stauffer
Robyn Newton	

Faculty and Staff Emeriti

Larry Ray Anderson (1968, 2008), Professor of Mathematics, Emeritus. B.S., Lewis and Clark College; A.M., Ph.D., Case Western Reserve University.

George Hudson Ball (1960, 1980), Weyerhaeuser Professor of Biblical Literature, Emeritus, and Stuart Religious Counselor. A.B., L.L.B., Cornell University; B.D., S.T.M., Ph.D., Yale University.

Robert A. Blumenthal (1963, 2002), Professor of Physics, Emeritus. A.B., University of California, Berkeley; A.M., University of Oregon.

Katherine Bracher (1967, 2003), Professor of Astronomy, Emeritus. A.B., Mount Holyoke College; A.M., Ph.D., Indiana University.

Frederick Joseph Breit (1967, 2003), Professor of History, Emeritus. B.A., Roosevelt University; A.M., Ph.D., Duke University.

George Pierre Castile (1971, 2006), Professor of Anthropology, Emeritus. B.A., University of Kansas; M.A., Ph.D., University of Arizona.

Lee Coleman (1980, 1997), Professor of Physical Education, Emeritus. B.S., Wittenberg University; M.S., University of Kansas.

D. Dale Cosper (1970, 2008), Professor of Foreign Languages and Literatures, Emeritus. B.A., M.A., Ph.D., University of Washington.

Thomas E. Cronin (1993-2005) President Emeritus. A.B., Holy Cross College; Summer Fellowship, University of Michigan; M.A., M.A., Ph.D., Stanford University.

John Francis Desmond (1975, 2006), Mary A. Denny Professor of English, Emeritus. Ph.B., University of Detroit; M.A., Ph.D., University of Oklahoma.

Lawrence L. Dodd (1969, 2004), Archivist, Emeritus. B.A., Washington State College.

Charles Martin Drabek (1975, 2007), Arthur G. Rempel Professor of Biology, Emeritus. B.S., University of Denver; M.S., Ph.D., University of Arizona.

Joseph Drazan (1972, 2005), Librarian, Emeritus. B.A., Eastern Washington University; M.L.S., University of Hawaii.

Jay N. Eacker (1965, 2004), Professor of Psychology, Emeritus. B.A., University of Idaho; M.S., Ph.D., Washington State University.

Glenn Thomas Edwards (1964, 1998), William Kirkman Professor of History, Emeritus. B.A., Willamette University; M.A., Ph.D., University of Oregon.

Edward E. Foster (1979, 2007), Mina Schwabacher Professor of English and the Humanities, Emeritus. A.B., St. Peter's College; Ph.D., University of Rochester.

David Lee Frasco (1958, 1996), Professor of Chemistry, Emeritus. A.B., Colorado State College; M.S., Ph.D., Washington State University.

John Raymond Freimann (1962, 1992), Professor of Theatre, Emeritus. B.S., New York University; M.F.A., Fordham University.

Craig J. W. Gunsul (1969, 2004), Professor of Physics, Emeritus. B.A., Reed College; M.S., Ph.D., University of Delaware.

Keiko Hara (1985, 2010), Professor of Art, Emeritus. B.F.A., Mississippi University for Women; M.A., University of Wisconsin-Milwaukee; M.F.A., Cranbrook Graduate University.

William Henry Harbold (1969, 1982), Professor of Political Science, Emeritus. A.B., Pennsylvania State College; A.M., Ph.D., Harvard University.

Patrick Gerard Henry (1969-70, 1976, 2006), Cushing Eells Professor of Philosophy and Literature and Foreign Languages and Literatures, Emeritus. B.A., St. John's University; M.A., Ph.D., Rice University.

Roy William Hoover (1967, 1999), Weyerhaeuser Professor of Religion, Emeritus. B.A., Pasadena College; Th.D., Harvard University.

Louis Philip Howland (1965, 1997), Benjamin H. Brown Professor of Physics, Emeritus. B.E.P., Cornell University; Ph.D., Massachusetts Institute of Technology.

- Edward Evert Humpherys** (1973, 2002), Professor of Art, Emeritus. B.A., M.A., California State University, Chico; M.F.A., Brigham Young University.
- Victor Hugo Keiser, Jr.**, (1966, 1992), Professor of Mathematics, Emeritus. A.B., Lawrence College; A.M., Ph.D., University of Colorado.
- Donald Paul King** (1966, 1997), Professor of History, Emeritus. A.B., A.M., Ph.D., Indiana University; L.Th., Seabury Western Theological Seminary.
- Kenyon A. Knopf** (1967, 1989), Hollon Parker Professor of Economics and Business, Emeritus. Kenyon College; A.M., Ph.D., Harvard University.
- John Joseph Maier** (1967, 2002), Professor of Philosophy, Emeritus. A.B., Boston University; B.D., Tufts University.
- James F. Maxfield** (1966, 2002), Professor of English, Emeritus. B.A., Knox College; M.A., Ph.D., University of Iowa.
- William John Metzger** (1969, 2002), Professor of Psychology, Emeritus. A.B., Wabash; M.S., Ph.D., Colorado State University.
- David Ray Norsworthy** (1968, 1997), Professor of Sociology, Emeritus. B.S., Louisiana State University; A.M., Ph.D., University of North Carolina.
- James Gordon Pengra** (1962, 1996), Nathaniel Shipman Professor of Physics, Emeritus. B.S., M.S., Ph.D., University of Oregon.
- Louis Barnes Perry** (1959-1967) President Emeritus. B.A., M.A., Ph.D., UCLA; L.L.D., Pacific University; D.P.S., Willamette University.
- Hollibert E. Phillips** (1988, 2006), Professor of Philosophy, Emeritus. B.A., Hons., University of London; M.A., Andrews University; D.Ed., Boston University.
- Gordon Philpot** (1969, 1996), Roger and Davis Clapp Professor of Economic Thought, Emeritus. A.B., University of California, A.M., Ph.D., University of Wisconsin.
- Robert Polzin** (1964, 1997), Registrar, Emeritus. B.S., Wisconsin State University.
- Stephen Rubin** (1971, 2009), Professor of Psychology, Emeritus. B.A., M.S., Brooklyn College; Ph.D., Purdue University.
- James F. Shepherd** (1971, 2006), Hollon Parker Professor of Economics, Emeritus. A.B., Stanford University; M.A., Ph.D., University of Washington.
- Robert Allen Skotheim** (1975-1988) President Emeritus. B.A., M.A., Ph.D., University of Washington.
- Edwin Stein, Jr.**, (1979, 1997), Professor of English, Emeritus. B.A., Yale University, Cambridge University; M.A. Cambridge University; M.D., Case Western Reserve University; Ph.D., Yale University.
- Richard Kenneth Stuart** (1960, 1981), Hollon Parker Professor of Economics and Business, Emeritus. M.S., University of Rhode Island; Ph.D., University of Pennsylvania.
- J. Charles Templeton** (1970, 2010), Professor of Chemistry, Emeritus. B.A., College of Wooster; M.A., Wesleyan University; Ph.D., University of Colorado.
- 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.
- Celia Richmond Weller** (1969, 2010), Professor of Foreign Languages and Literatures, Emeritus. B.A., Drury College; A.M., Ph.D., University of Kansas.
- 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 titles of individuals holding named chairs may vary slightly.

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 funded in 2002 with the remainder of a unitrust established by the DeBurghs. This endowment funds a position to teach courses in the social sciences.

The **William K. and Diana R. Deshler Chair** was established in 2008 by Bill and Diana Sharp Deshler, both Whitman Class of 1964, to provide support for a distinguished tenure-track faculty member. The Deshlers have been Whitman supporters and volunteers for years. Bill was a trustee for 12 years, serving until his

death in 2008. This chair is assigned to a teacher-scholar in the department with the most pressing need. Special consideration is to be given to the departments of art, history and math.

The **Baker Ferguson Chair of Politics and Leadership** was established in 1996 in honor of Baker Ferguson, Whitman alumnus, trustee emeritus, and consistent supporter of Whitman College.

The **Ludwig Gaiser Chair of Art History** was established in 1982 by the Gaiser family to honor this eminent clergyman of the Northwest whose nine children all attended the college.

The **John and Jean Henkels Chair of Chinese Languages and Literatures** was established in 1987. The Henkels are parents of three Whitman alumni, and John Henkels served on the college Board of Overseers from 1986 to 2001.

The **Herbert and Pearl Ladley Chair of Cognitive Science** was established in 2004 by Frankie Ladley Wakefield '27 in memory of her parents, who made it possible for her to pursue a liberal arts education at Whitman College. The endowment funds a position in the interdisciplinary field combining psychology and biology.

The **Alma Meisnest Endowed Chair in the Humanities** was established in 1999 with proceeds from the estate of Alma Meisnest, a friend of the college.

The **Judge and Mrs. Timothy A. Paul Chair of Political Science** was established by George N. Paul '35 with a bequest in memory of his parents. Timothy A. Paul was a Superior Court Judge in Walla Walla County during the 1930s and 1940s.

The **Carl E. Peterson Chair of Science** was established in 1997 in memory of Carl E. Peterson '33. Mr. Peterson was an overseer and longtime member and chairman of the Whitman College Farm Committee (1970-1989).

The **Laura and Carl Peterson Chair of Social Sciences** was established in 1997 with a bequest from the Carl Peterson estate. Laura Crump Peterson, a 1936 alumna and volunteer who devoted many hours to the Delta Gamma active chapter, joined her husband in financial support of the college.

The **Robert Allen Skotheim Chair of History** was established in 1994 in honor of Whitman's 10th president by a gift from Dr. Elizabeth Main Welty, long-time college trustee, and a bequest from the estate of Dr. Robert Ford Welty '35.

Endowed Professorships

The following professorships have been established by the Board of Trustees, and are endowed wholly or in part. The titles of individuals holding named professorships may vary slightly.

The **Alexander Jay Anderson Professorship of Mathematics** was founded in 1914 in memory of Alexander Jay Anderson, Ph.D., first president of the college.

The **Spencer F. Baird Professorship of Biology** was founded in 1898 in memory of Spencer Fullerton Baird, Ph.D., the eminent scientist who was

for many years secretary of the Smithsonian Institute.

The **Benjamin H. Brown Professorship of Physics** was founded in 1957 by alumni and friends to enhance the teaching of physics at Whitman College in the tradition set by Benjamin H. Brown, eminent member of the Whitman faculty for 32 years.

The **Gregory W. Cowan Professorship in English Language and Literature** was created with the proceeds of a trust of local farm property gifted by Pearl Ramsay Cowan. This professorship is named for her son Gregory, Whitman Class of 1957 and associate professor of English at Texas A & M University, who died in 1979.

The **Mary A. Denny Professorship of English** was founded in 1909 by Margaretta L. Denny of Seattle in honor of her mother, one of the earliest and most honored pioneers of the Puget Sound region.

The **Cushing Eells Professorship of Philosophy**, established in 1896 in memory of Reverend Cushing Eells, D.D., the founder of the college, was endowed by the gifts of many friends in New England.

The **Paul Garrett Professorships of Anthropology, Drama, and Political Science** were established in 1980 by the Board of Trustees with a bequest from the Paul Garrett '13 estate. Mr. Garrett was an overseer of the college and was awarded an honorary Doctor of Laws in 1947.

The **William Kirkman Professorship of History** was founded in 1919 in memory of William Kirkman of Walla Walla, a trustee and lifelong friend of the college.

The **Miles C. Moore Professorship of Political Science** was founded in 1919 in memory of Miles Conway Moore of Walla Walla, who left a bequest to establish a professorship.

The **Hollon Parker Professorship of Economics and Business** was founded in 1913 by Hollon Parker of Portland, Ore.

The **Clement Biddle Penrose Professorship of Latin** was founded in 1914 in memory of Judge Penrose of Philadelphia, Penn.

The **Grace Farnsworth Phillips Professorship of Geology** was established in 1983 by the Board of Trustees with a bequest from Mrs. Phillips' estate. Mrs. Phillips was a 1913 alumna and generous supporter of Whitman College.

The **Arthur G. Rempel Professorship of Biology** was founded in 1981 by former students in honor of biology Professor Arthur G. Rempel, Ph.D., and his accomplishment as a distinguished teacher, scholar, and professor at Whitman College.

The **Ralph C. Rittenour Jr. Professorship in Economics** was established by friends, family, and fellow trustees in memory of Ralph Rittenour, a longtime member of the Board of Trustees Investment Committee. The endowment supports a teacher/scholar in the economics department.

The **Mina Schwabacher Professorships of Math/Computer Science and English** were established in 1979 by a bequest from Ms. Schwabacher's estate. Ms. Schwabacher was a generous and longtime friend of the college who lived to the age of 104.

The **Nathaniel Shipman Professorship of Physics** was founded in 1914 in memory of Judge Shipman of Hartford, Conn.

The **Dr. Robert F. Welty Professorship of Biology** was established in 2002 by the Board of Trustees in honor of the late Dr. Welty '35, with the assistance of his wife, Dr. Elizabeth Main Welty, longtime trustee and friend of the college.

The **Weyerhaeuser Professorship of Biblical Literature** was founded in 1921 by the seven children of Frederick and Elizabeth Sarah Weyerhaeuser as a memorial to their parents.

Endowed Visiting Professorships and Educators

The **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-Fix Foundation of Spokane for the purpose of sponsoring visiting art lecturers in a specialty or technique not offered by Whitman's regular studio art faculty.

The **Eric and Ina Johnston Visiting Professorship** was established in 1969 by the Johnston-Fix 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 **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 **Elbridge and Mary Stuart Religious Counselor Fund** was established in 1940 by Elbridge A. Stuart as a memorial to his wife, Mary Horner Stuart.

Endowed Lectureships

The **William M. Allen - Boeing Lectureship and Student Investment Endowment** was funded by gifts from Grant and Nancy Silvernale, '50 and '56, and Dorothy and N.S. Penrose, Jr. '55. Nancy and Dorothy's father, William Allen, was president of Boeing Company from 1945 to 1968. This endowment provides funding for seminars and presentations with professionals distinguished in the business field, as

well as providing support for the student-led Whitman Investment Company.

The **Sava and Danica Andjelkovic Endowed Lectureship** was established by Vojislav Andjelkovic '94 in honor of his parents, Sava and Danica Andjelkovic. An international student from Belgrade, Voja earned his baccalaureate degree in economics and went on to a career in investment banking. The Sava and Danica Andjelkovic Endowed Fund annually provides funding to bring to campus alumni, parents of current students or graduates, and others associated with the college to speak to current students about their careers.

The **Virgil Robert and Mary L. Bierman Endowment** was established with a bequest from Mary L. Bierman. Income from this endowment is to be used for lectures and conferences on the history of the American West or related projects on Western history.

The **Walter Houser Brattain Lectureship in Science** was established by his wife, Emma Jane Kirsch Brattain. This fund brings a distinguished lecturer in science to the campus to honor Nobel Laureate Walter H. Brattain '24.

The **Howard S. Brode Memorial Fund** was established by his three sons, each of whom attained eminence in science after their graduation from Whitman. Howard S. Brode served for 36 years as professor of biology at Whitman. The income from this fund is to be used to bring to Whitman College visiting lecturers in the fields of biology, chemistry, and physics.

The **Virginia Penrose Cagley Lectureship in Foreign Languages and Literatures** was established from her estate by her sisters, Mary Penrose Copeland and Frances Penrose Owen. The income from this endowment shall support a distinguished visiting lecturer or lecturers in foreign languages and literature.

The **Classical Liberalism Speakers Fund** supports outside speakers who address topics from the classic liberal tradition. It was established by Stephen Soske '82, Bill Montgomery '61, John A. Peterson '54, and an alumna from the Class of 1944, among others.

The **Robert and Mabel Groseclose Endowed Lectures** were established with funds from the estate of Robert and Mabel Groseclose, friends of Whitman College who owned a mortuary in Walla Walla. The lectureship is designed to bring notable and interesting speakers and artists to Whitman College and to provide the people of Walla Walla and Whitman students with a wider perspective of the outside world. In addition to supporting the Visiting Educators program and general studies speakers, the fund co-sponsors the **William O. Douglas Lecture**, Outdoor Program speakers, music department guest artists, and the **Visiting Writers Reading Series**.

The **Robert R. Hosokawa Endowment** was established by David and Beverly Hosokawa in honor of David's father, Robert Hosokawa '40, who worked as a newspaper reporter and editor on several papers in Missouri, New York, Iowa, and Minnesota. This endowment provides funds for a distinguished journalist to come to Whitman each year to give lectures and workshops for students interested in journalism careers, and also gives cash awards for distinguished student journalism.

The **Henry M. Jackson Endowed Lectureship in International Relations** was established to honor the memory and work of the late senior senator from the state of Washington, Henry M. Jackson. The Jackson Lectureship in International Relations brings speakers to the campus for the purpose of perpetuating discussion in the area of the senator's own great influence.

The **Judd D. Kimball Lectureship Endowment in the Classics** was established by Ruth Baker Kimball, in memory of her husband, Judd Kimball. Mr. Kimball was a member of the Class of 1929 who served as a member of the Board of Overseers and was a civic leader in the Walla Walla community.

The **Vern Kinsinger Memorial Lectureship** was established to honor the memory of Vern Kinsinger. The income from this fund shall support a distinguished student-oriented visiting lecturer each year.

The **Governor Arthur B. Langlie Fund for Northwest History, Politics, and Public Service** provides funds to bring influential lecturers in these areas to campus. The endowment was established in honor of Gov. Langlie by his grandchildren, Whitman graduates Karin Langlie Glass '78 and Arthur K. Langlie '89.

The **Charles E. Lewis Lectureship in Political Science**.

The **David and Madeleine Maxwell Lectureship in Multicultural Issues** recognizes the contributions of the 11th president of Whitman and his wife to the college.

The **Genevieve Patterson Perry Endowment for the Study of Economics** was established by Louis B. Perry to honor his wife, Genevieve Patterson Perry, who was educated as an economist at UCLA and who served Whitman College admirably as a leadership partner during the 1959-1967 presidency of her husband. This endowment provides for one or more distinguished visiting speakers in the general areas of economic policy and business ethics to give public lectures and visit classes during the college year.

The **Arthur G. Rempel Lectureship in Biology** was founded by former students in honor of Arthur G. Rempel, Ph.D., and his accomplishments as a distinguished teacher, scholar, and professor at Whitman College.

The **Sivert O. and Marjorie Allen Skotheim Endowment for Historical Studies** was established by Robert Allen and Nadine Skotheim. Income from this fund is used annually to bring a distinguished lecturer in historical studies to Whitman College.

The **Cecile E. Steele Lectureship** was established by the Sigma Chi fraternity to honor Cecile E. Steele on the occasion of her 20th anniversary as house mother for the Sigma Chi chapter at Whitman College.

The **Frances Penrose Owen/Colleen Willoughby Women's Leadership Endowment** was established by the Board of Trustees in honor of Frances Penrose Owen '19 (the daughter of the third president of Whitman College, Stephen B. L. Penrose), and Trustee Emeritus Colleen Willoughby '55. This endowment supports lectures, seminars, events, or other opportunities to highlight women in leadership or to inspire young

women to become involved in their communities and effect social change — causes that Frances Penrose Owen and Colleen Willoughby worked for individually and together for many years.

Faculty and Staff Awards

The **Janice Abraham Award** recognizes outstanding service to Whitman by a staff member. It honors former Treasurer and Chief Financial Officer Janice Abraham.

The **George Ball Award for Excellence in Advising** was established in 1995 by donations from the Whitman College Parent's Association. The award is given to a continuing Whitman faculty member who has demonstrated excellence in advising Whitman students.

The **G. Thomas Edwards Award for Excellence in the Integration of Teaching and Scholarship** was established in 1998 with gifts from Whitman College alumni, former students, and friends of Tom Edwards and the college. This is an annual award for a Whitman College faculty member who is both an excellent teacher and excellent scholar.

The **Robert Y. Fluno Award for Distinguished Teaching in Social Sciences and Education** was established in 1994 by donations from the Whitman College Parent's Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **Paul Garrett Fellows** at Whitman College receive a stipend provided by the Paul Garrett Whitman College Trust, established by Paul Garrett '13, of New York City. Designation as a Garrett Fellow is made from the assistant professor and associate professor ranks of the Whitman College faculty and recognizes faculty "who combine the best of professional training and scholarly qualifications with a deep interest in teaching."

The **Thomas D. Howells Award for Distinguished Teaching in Humanities and Arts** was established in 1994 by donations from the Whitman College Parent's Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **A. E. Lange Award for Distinguished Science Teaching** was founded in 1981. The award is given to a teacher of natural and physical sciences at Whitman College who has demonstrated skill and excellence in teaching and inspiring students in his or her discipline. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **Suzanne L. Martin Award for Excellence in Mentoring** was established in 2006 in memory of Martin and her exceptional mentoring ability and dedication to the Whitman College community. The award recognizes a staff or faculty member who has helped students get the most out of their time at Whitman.

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