



WHITMAN COLLEGE

THE CATALOG 2016-2017

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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.

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The information in this catalog is as accurate as possible at the time of publication, April 2016. Periodic revisions are made to the catalog at www.whitman.edu/academics/catalog.

Revised November 11, 2016

Whitman College at a Glance

Interdisciplinary research opportunities. Small classes. Global connections forged under the guidance of dedicated faculty members. The support it takes to turn college into limitless opportunity. What Whitman College has, it shares. As a small, residential liberal arts college in Eastern Washington's Walla Walla, Whitman has what it takes to provide an education that goes beyond the classroom. Whitties are scholars, but also explorers and scientists. They climb mountains, travel to far-off corners and advocate for social justice. They care about community and aim to become citizens of the world. A Whitman education is rooted in the traditional liberal arts values like critical thought and academic rigor; add in prestigious internships, off-campus study and civic engagement opportunities, and it becomes more than the sum of its parts. The Whitman experience transforms, allowing students to turn education into life. We invite you to explore this website to learn more about Whitman. If you are looking for a specific academic department or administrative office, visit our A-Z index.

Location: Historic Walla Walla in the scenic southeastern corner of Washington. It is two-and-a-half hours from Spokane, four hours from Portland, and four-and-a-half hours from Seattle.

Student Body: 1,500. Coeducational, representing 40 states, the District of Columbia, 2 U.S. Territories, and 25 countries. About 70 percent of Whitman students live on campus.

Faculty: Ninety-nine percent of tenure-track faculty hold the Ph.D. or other appropriate terminal degree in the field. 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.

Student-Faculty Ratio: 8.2 to 1.

Majors and Combined Plans: Forty-five departmental majors lead to a Bachelor of Arts degree. In addition, combined 3-2 engineering programs with approved ABET institutions; 3-2 oceanography and biology or geology with the University of Washington; 3-2 forestry and environmental management programs with Duke; 3-3 law program with Columbia Law School.

Off-Campus Studies: Opportunities for study in Argentina, Australia, Austria, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, England, France, Germany, Ghana, Greece, Hungary, India, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Korea, Madagascar, Mexico, Morocco, Nepal, New Zealand, Nicaragua, Panama, Scotland, Senegal, Serbia, South Africa, Spain, Taiwan, Tanzania, Thailand, Turks and Caicos, Vietnam, as well as US-based programs in Philadelphia, PA, Washington, D.C., and Waterford, CT. About 40 percent of the junior class pursue off-campus studies for at least one semester.

Career Planning and Professional Development: In addition to career counseling, the Student Engagement Center assists students in gaining career-related experience by finding internships, summer jobs, on-campus and off-campus part-time jobs, post-graduate employment, graduate school options, and vast opportunities for community service in the local community and around the nation. The Center offers powerful computerized job search and career development tool, workshops and testing, and has a comprehensive website and a career library for student use.

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

Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the institution's accreditation status by the Northwest Commission on Colleges and Universities should be directed to Kendra Golden, Associate Dean for Academic Affairs (golden@whitman.edu, 509-527-5210). Individuals may also contact: Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052, by phone at (425) 558-4224, or their website www.nwccu.org. Whitman's Department of Chemistry is accredited by the American Chemical Society.

Athletics: Whitman holds membership in the NCAA (Div. III) and the Northwest Conference. The college supports 15 varsity sports, eight for women and seven for men, with almost 20 percent of the student body participating in varsity athletics. More than 70 percent compete in varsity, club and intra-mural sports combined.

Alumni Support: 35 percent of alumni annually contribute money or volunteer for the college. The participation rate of alumni financial support places Whitman among the leading colleges and universities in the United States in this category.

Financial Strength: Market value of endowment and outside trusts is more than \$515 million, as of June 30, 2015.

Campus, Housing, and Facilities: Three blocks from downtown Walla Walla, the 100-acre campus has 18 academic, student service, and administrative buildings. Residential facilities include several coeducational halls, interest houses, one all-female hall (which also houses four sororities), and four fraternity houses.

Financial Aid: About 44 percent of Whitman students receive need-based aid. Whitman also maintains a merit-based scholarship program.

Cost: In 2016-17 \$47,490 for tuition, \$11,910 for room and board.

The 2016-2017 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, 2016

August 25, Thursday	Residence halls open at 9 a.m. for new students. Check-in is from 9 a.m. to 2 p.m.
August 26, Friday	Residence halls open at 9 a.m. for all students. Convocation at 3:30 p.m.
August 30, Tuesday	Fall semester classes begin.
September 9, Friday	Last day to add classes.
October 6-7	Midsemester break; no classes.
October 12, Wednesday	Last day to drop from classes or the college without record.
October 21-23	Family Weekend.
November 3-8	Preregistration period for the spring semester 2017.
November 4, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
November 18, Friday	Thanksgiving vacation begins at 6 p.m., Friday and ends at 8 a.m., Monday, November 28. All residence halls remain open.
December 9, Friday	Last day of classes, fall semester. Honors theses due in library for Fall thesis candidates.
December 12-16	Final examination period.
December 16, Friday	Fall semester ends. All residence halls close at noon Saturday, December 17.

Spring Semester, 2017

January 13, Friday	Orientation for new students and parents begins at 9 a.m.
January 15, Sunday	Residence halls open at 9 a.m. for returning students.
January 16, Monday	Martin Luther King, Jr. Day; no classes.
January 17, Tuesday	Spring semester classes begin.
January 27, Friday	Last day to add classes.
February 20, Monday	Presidents' Day; no classes.
February 23, Thursday	Power and Privilege Symposium; no classes.
February 24, Friday	Last day to drop from classes or the college without record.
March 10, Friday	Spring vacation begins at 6 p.m., Friday (all residence halls close at 9 a.m., Saturday, March 11) and ends at 8 a.m., Monday, March 27 (all residence halls open at noon, Sunday, March 26).
April 7, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
April 11, Tuesday	Whitman Undergraduate Conference; no classes.
April 21-25	Preregistration period for the fall semester 2017.
May 8, Monday	Last day of classes, spring semester.
May 9-10	Reading days; no classes.
May 10, Wednesday	Honors theses due in library for Spring thesis candidates.
May 11-16	Final examination period.
May 16, Tuesday	Spring semester ends.
May 18, Thursday	Residence halls close at 5 p.m.
May 21, Sunday	Commencement.

Whitman College

Whitman College combines academic excellence, an unpretentious Northwest culture and an engaging community.

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

Recruiting and celebrating professors who are committed to excellence in teaching, advising and scholarship has always been a top priority of the college. As Whitman's third president, Stephen B.L. Penrose, said, "It's the faculty who make a college great."

The college is honored to attract students who represent the Whitman mosaic—down-to-earth, high achievers with diverse interests.

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; the Mars Rover lead engineer; a U.S. Supreme Court justice; an ambassador to Iraq and six other Middle-eastern countries; 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 the Value of Diversity

Many individuals and groups – trustees, overseers, alumni, students, faculty, and staff —contributed to the creation of this statement, which was developed by the Diversity Committee and endorsed by the Board of Trustees:

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

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 to promote an environmentally conscious campus. The college pledges to:

- reduce the amount of nonrecyclable materials, reuse materials when possible, and utilize recycled materials;
- consider the eco-friendliest science and technology available to decrease our environmental impact;
- continue to build an energy-efficient campus in the 21st century;
- patronize companies that are active in their defense of the environment;
- encourage individuals' environmental accountability through programs of environmental education;
- consider environmentally friendly options when they exist and are practical when making decisions regarding developmental projects;
- further the use of reused materials, recyclable materials, and the internet for campus communications;
- encourage and ask our food service to make environmentally friendly decisions when purchasing food and supplies, reducing waste and reusing materials;
- maintain campus grounds through the employment of bio-friendly substances and services; and
- 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 164. 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 members 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 the Battelle Research Institute, National Science Foundation, National Institutes of Health, Fulbright Program, Hughes Medical Institute, PEW Foundation, National Endowment for the Humanities, William and Flora Hewlett Foundation and other organizations.

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

Penrose Library

Penrose Library provides critical services, collections, and programs in support of the Whitman College mission and the needs of the college curriculum. The Library provides an exceptional space for learning, personal growth, and communication, while at the same time providing a variety of print and electronic resources and services that enable students to engage in intellectual exploration and creativity. The faculty relies on the Library to provide materials not only for their pedagogical needs but also to help advance their research agendas. These activities in turn feed back into the classroom, providing a model for the student scholar at an institution that actively promotes undergraduate research.

Librarians at Penrose Library value an environment focused on teaching and learning. Instructional programming occurs at several different levels, all aimed at integrating life-long information literacy skills into a student's larger academic development. Librarians work collaboratively with faculty to prepare classroom presentations that facilitate a problem-based approach to instruction. The instructional program is fundamentally about "source literacy" to insure that students have an understanding of the differences and the uses of primary and secondary sources. This approach provides the opportunity to move beyond simply reviewing secondary literature and into engaging in original research. Students are gradually learning how to construct "Research Questions" and integrate primary sources (both digital and analog) into their work. In essence, they begin to experience the complex and messy world of scholarship.

Beyond supplying rich and deep collections for research and learning needs, the Library offers physical and virtual spaces to meet the College's mission of graduating critical thinkers. The Library is open 24 hours a day/7 days per week during the academic year and many of its resources are available in digital formats. The building provides a variety of spaces for learning opportunities including group study, quiet individual study and audio-visual support rooms. An informal environment is encouraged by providing appropriate furnishings that lead to collaborative, discussion-based learning. By focusing on the social as well as the intellectual needs of students, personal growth and social development are fostered in the Library – values which the College strives to instill in Whitman graduates.

College History and Background

Whitman College traces its roots to the 1830s. In 1836, Marcus and Narcissa Whitman established a mission and a school near Walla Walla to teach the Cayuse Indians to read and write their native language. Later, the couple provided assistance to Oregon Trail travelers. However, the Whitmans were killed in 1847, and fellow missionary 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 and the Glover Alston Center, along with the renovation and expansion of Maxey Hall, Penrose Library, the Hall of Science and Harper Joy Theatre. Newer 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.

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, email 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 32,000 in southeastern Washington. The town's setting among golden wheat fields shadowed by the Blue Mountains provides countless opportunities for outdoor pursuits. 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, operas, musical soloists, film festivals, 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 members in the Academic Resource Center (ARC) assign each first-year student to a faculty or staff member who serves as the student's premajor adviser until the student declares a major. The student chooses a major before the end of the second semester of his or her sophomore year and will select a member of the department or teaching area in the student's major field to serve as 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 can assist students planning to study off-campus or to 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 lockstep requirements.

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

- **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.
- **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 before the end of the second semester of the sophomore year. 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	Economics	Philosophy
Art	English	Physics
Art History and Visual Culture Studies	Foreign Languages and Literatures: French, German Studies	Politics
Astronomy	Geology	Psychology
Biology	History	Religion
Chemistry	Mathematics	Rhetoric Studies
Classics	Music	Sociology
Classical Studies		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 and Middle Eastern Studies	Gender Studies	Economics-Environmental Studies
Biochemistry, Biophysics, and Molecular Biology	Geology-Astronomy	Environmental Humanities
Biology-Geology	Geology-Physics	Geology-Environmental Studies
Chemistry-Geology	Mathematics-Physics	History- Environmental Studies
Economics-Mathematics	Physics-Astronomy	Physics-Environmental Studies
Film and Media Studies	Biology-Environmental Studies	Politics-Environmental Studies
	Chemistry-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 Curriculum Committee. 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 take 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	Classics	Geology	Politics
Art	Computer Science	German Studies	Psychology
Art History and Visual Culture Studies	Dance	History	Race and Ethnic Studies
Astronomy	Economics	Japanese	Religion
Biology	English	Latin American Studies	Rhetoric Studies
Chemistry	Film and Media Studies	Mathematics	Sociology
Chinese	French	Music	Spanish
	Gender Studies	Philosophy	Theatre
		Physics	World Literature

Specific requirements for each of the minor study programs may be found in the respective departmental or area listing in the *Courses and Programs* section. Unless approved by the appropriate departments and/or programs, courses used for minor requirements may not also be applied to requirements in the major or any other minor. In addition, a minimum of three-fifths of the specific course and credit requirements for the minor must be completed in the on-campus program of the college. 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 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 also must 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:

- II. Dance (215, 216, 225, 226, 325, 344)
- III. Music (Music 161, 162, 211, 212, 231, 232, 241, 242, 245, 246, 251, 252, 253, 254, 261, 262)
- IV. Rhetoric Studies (Rhetoric Studies 121, 221, 222)
- V. Theatre (Theatre 231, 232)

Applied Music

No 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.

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 specified dates in September and December. 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 coursework, including extension and online courses, taken in another collegiate institution while the student is in residence at Whitman College unless 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 the *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 earned 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. Credit may be awarded for transfer work graded as Pass/Fail, but only if the original institution's minimum "pass" grade is equivalent to a C- or better. However, Off-Campus Studies courses (courses taken outside the United States and on U.S.-based Partner Programs) must be taken for a letter grade or its numeric equivalent. Transfer credit will not be awarded for Off-Campus Studies courses graded as Pass/Fail.

Grades awarded by other institutions are not made a part of the student's Whitman record, except for grades awarded through Off-Campus Studies Partner Programs, which appear on the Whitman transcript, but are not calculated into the grade point average.

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:

Credit Earned Through Exams

The college's standard policy for College Board Advanced Placement (AP) Exams is to award a maximum of eight degree credits for each subject test on which a score of 4 or 5 is earned (see specific departmental requirements). Similarly, for International Baccalaureate (IB) exams a maximum of eight degree credits will be awarded for each program examination on which a score of 5 or higher is earned. There are several exceptions to this standard policy, and they are noted below. Credit awarded under this policy may be applied toward the 124-credit degree requirement, but may not be used to satisfy Distribution Requirements. A maximum of one year's credit (30 semester hours) may be accepted as general degree credit. AP and IB credit will not be granted if the equivalent course is completed at Whitman College.

Credit may be awarded for select General Certificate of Education (GCE) Advanced Level examinations (British A-Levels), pending review of each exam syllabus. Students interested in pursuing such credit should contact the Registrar's Office.

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.

College Board Advanced Placement

A score of 5 is required for certain exams, as noted below. For the Physics C: Mechanics test a score of 5 is required along with successful completion of Physics 135. Also, AP credit does not cover chemistry laboratory courses. Students must have completed and passed Chemistry 135, or an equivalent college chemistry course, in order to enroll in Chemistry 136.

<u>AP Examination</u>	<u>Credit</u>	<u>Whitman Equivalent</u>	<u>AP Examination</u>	<u>Credit</u>	<u>Whitman Equivalent</u>
Art	3	Elective	Government & Politics		
Art History	3	Elective	American	4	Elective
Biology (score of 5)	4	Biology 111	Comparative	4	Elective
Chemistry	3	Chemistry 125	History (score of 5)		
Computer Science (A)	3	Computer Science 167	American/U.S.	8	History 105, 106
Economics (score of 5)			European	4	History 183
Microeconomics	4	Economics 101	World	4	Elective
Macroeconomics	4	Economics 102	Latin	4	Latin 106
English (score of 5)			Mathematics		
Language & Composition	4	Composition 170	Calculus AB, or AB		
Literature & Composition	4	Elective	subscore of Calculus BC	3	Mathematics 125
Environmental Science			Calculus BC	6	Mathematics 125, 126
score of 4	3	Elective	Statistics	3	Mathematics 128
score of 5	4	Elective	Music Theory (score of 5)	3	Music 101
French Language			Physics C: Mechanics		
score of 4	4	French 150	(score of 5)	3	Physics 155*
score of 5	8	French 150, 200	Psychology	3	Psychology 110
French Literature	4	Elective	Spanish Language (score of 5)	8	Spanish 205, 206
German Language	4	German 205	Spanish Literature	4	Elective

*Credit for Physics 155 is awarded after successful completion of Physics 135.

International Baccalaureate

Whitman recognizes the International Baccalaureate (IB) 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 (must receive scores of 5 or higher, maximum of eight credits). 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>	<u>IB Examination</u>	<u>Credit</u>	<u>Whitman Equivalent</u>
Art/Design	4	Elective	Hindi B	4	Elective
Biology	8	Biology 111, 112	History Americas	8	History 105, 106
Chemistry	3	Chemistry 125	History Asian	4	Elective
Chinese Literature	8	Elective	History Europe	4	History 183
Ecology	8	Elective	Literature	4	Elective
Economics (min. score of 6)	8	Economics 101, 102	Mathematics	3	Elective
English A1 or A2	8	Composition 170, 4 credits elective	Music	8	Elective
French B	8	French 150, 200	Psychology	3	Psychology 110
German B	8	German 205, 206	Spanish A1 or B	8	Spanish 205, 206
			Visual Arts	4	Elective

Running Start Courses

Whitman will review credit earned through the Running Start Program and similar dual enrollment programs on a course-by-course basis. Coursework 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. See the *Financial Aid, Running Start and Similar Programs* section for more information.

College Courses Offered in the High School

Whitman does not award credit for coursework 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 Professional & 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 Off-Campus Studies at Whitman by submitting the *Whitman Off-Campus Studies Application* by the appropriate deadline. Credit earned during the regular school year on an off-campus program that is not a Partner Program of the college will not be accepted for transfer toward the Whitman degree.

Non-partner Summer study programs, however, may be approved by the Off-Campus Studies Committee for transfer but only if prior approval has been granted by the Off-Campus Studies Committee. To request summer study abroad transfer credit approval, students must submit the *Summer Study Abroad Transfer Credit Application* to Off-Campus Studies at least three weeks prior to their program's application deadline.

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, and international studies, the transfer credit provisions of the college are modified to fit the patterns of the combined plans. When the student completes residence in the combined plan school, Whitman College allows the transfer credit which is necessary in the pattern of the combined plans to meet the degree requirements of 124 credits.

Classification of Students

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

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

Graduating seniors, who need eight or fewer credits to complete their degree requirements at the beginning of their final semester, should contact the Dean of Students Office to request regular student status on a pay-per-credit basis. Students may not be concurrently enrolled at another college in order to meet the credit requirements for pay-by-credit status. 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.*

Students who add additional credits after the last day to add classes must stay within eight or fewer credits to keep their pay-by-credit status. Graduating seniors who drop classes after the deadline for requesting pay-by-credit status will remain at full tuition even if they drop below eight credits.

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.

Postgraduate 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. Regular, special, and non-degree seeking students who wish to audit courses as well as those admitted to the college solely as auditors must secure consent of the instructors concerned to be registered to audit courses and must pay all fees associated with the course. The college will keep a permanent record of all audited work, assigning an "AU" grade with no credit being awarded. The Registrar's Office will maintain oversight of completion of audited courses and will remove those students who have not met the requirements agreed upon with the instructor of the course before grades are transcribed.

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 preregistration 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 grade-point averages of at least 3.500.

- 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 his or her 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 Registrar's Office 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, faculty are required to submit a Grade Deficiency Report for any student receiving a grade of D or F. 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.

<i>Grade</i>	<i>Grade points per credit</i>	<i>Grade</i>	<i>Grade points per credit</i>
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:

AU: Denotes completion of a course on a non-graded basis.

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 also may 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 request 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 request 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 request 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 request 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.

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

Any request for an incomplete not covered by these guidelines will be submitted to the Board of Review for consideration.

When a grade of incomplete has been authorized, the instructor shall record a provisional grade. The provisional grade is the default grade that the student will receive if he or she fails to do the work required to complete the course. As such, it should be calculated assuming a grade of zero on all outstanding work. The result of this calculation in many cases will be an F, and under no conditions should the provisional grade be an A.

Work to be applied toward the final grade in a course with an incomplete must be turned in by the deadlines listed in the next section. If the deadlines are not met, the grade of I will be converted to the provisional grade and will stand on the

student's permanent record. For the period of time between the authorization of an incomplete and its resolution according to the schedule below, the pending incomplete will appear as the grade of I on the student's transcript.

Deadlines associated with incompletes:

- 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. Faculty members shall report the completion of such grades to the Registrar's Office by the end of the fourth week of the semester. The absence of a report from the faculty member by this time will result in the conversion of the grade of I to the provisional grade.
- IV. Students not in residence must complete the requirements for the course no later than six months after the incomplete has been incurred.
- V. Incomplete grades will be converted to provisional grades for students dismissed from the college.
- VI. A student may petition the Board of Review to extend these deadlines.

Students with incomplete grades on their academic records will not be permitted to graduate, even if all other degree requirements have been satisfied. Such students may participate in commencement ceremonies. In this context, the deadlines listed above still apply.

The Dean of Students shall provide a memo to students with incompletes that reviews the college's policies on incomplete grades and the applicable deadlines within two weeks of the initial authorization of the incompletes.

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 Whitman's U.S.-based Partner Programs (AU Washington Semester 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's Office 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.

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 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 in which he or she previously received credit with a passing grade in order 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, cumulative, or major grade-point averages. However, if a student successfully repeats a previously failed course, the grade and credit for both the failed and completed courses are included in the calculation of the semester, cumulative, and major grade-point averages.

Course Fees

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

Art 101, 102, 201, 202, 221, 222, 301, 302, 321, 322, 498: variable depending on medium (see <i>Courses of Instruction, Art</i>)	
Art 103, 108, 111, 167, 267, 367:	\$120
Art 104, 114, 125, 225, 325:	\$175
Art 105, 106, 107, 109, 113, 130, 160, 170, 180, 230, 260, 270, 280, 330, 360, 370, 380:	\$150
Art 115, 215, 315, 480, 490:	\$100
Art 123, 223, 323	\$200
Biology 179:	maximum \$350
Biology 212*:	maximum \$85
Biology 256:	maximum \$75
Biology 279:	maximum \$350
Biology laboratories*(exception of Biology 112, 212, 220, 225, 287):	maximum \$20
Biology 112, 220, 225, 287*:	maximum \$50
Chemistry 102*:	maximum \$40
Chemistry 135*:	maximum \$35
Chemistry 140*:	maximum \$30
Chemistry laboratories* (exception of Chemistry 102, 135, 140):	maximum \$20
Geology* 110, 120, 125:	maximum \$20
Geology 158, 358, per semester:	maximum \$75
Geology 258, per semester:	\$650
Geology 340:	maximum \$40 unless field trip is outside of the Pacific Northwest
Geology 415:	\$50
Geology 480:	variable depending on location, scholarships possibly available
Music 163, 164, 263, 264, 363, 364, 463, 464 (see <i>Applied Music Fees</i> below)	
Music 241, 242:	\$25
Music 373, 374, 375, 376, 473, 474, 475, 476:	\$800
Sport Studies, Recreation and Athletics 112, 114, 212, 214, 312, 314, 350, per semester:	\$290
Sport Studies, Recreation and Athletics 115, per semester:	\$340
Sport Studies, Recreation and Athletics 117, 217, per semester:	\$100
Sport Studies, Recreation and Athletics 127, 142, 338, per semester:	\$75
Sport Studies, Recreation and Athletics 137, 237, 265 per semester:	\$140
Sport Studies, Recreation and Athletics 138, 238, per semester:	\$165
Sport Studies, Recreation and Athletics 140, per semester:	\$180
Sport Studies, Recreation and Athletics 200, 308, 390, 395 per semester:	\$35
Sport Studies, Recreation and Athletics 226, per semester:	\$500
Sport Studies, Recreation and Athletics 242, per semester:	\$625
Sport Studies, Recreation and Athletics 244, 380, per semester:	\$290
Sport Studies, Recreation and Athletics 248, per semester:	\$170
Sport Studies, Recreation and Athletics 250,per semester:	\$200
Sport Studies, Recreation and Athletics 267,per semester:	\$25
Sport Studies, Recreation and Athletics 332 per semester:	\$480
Sport Studies, Recreation and Athletics 334, 342 per semester:	variable depending on location
Sport Studies, Recreation and Athletics 350, per semester:.....	\$290
Sport Studies, Recreation and Athletics 387, per semester:	\$595

*possible additional fee of \$10-\$200 for replacement of damaged materials and/or equipment

Applied Music Fees

The fee for a weekly 30 minute lesson is \$400 per semester; weekly 60 minute lessons are \$800 per semester.

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, and 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 at 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. 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 prior to the start of the next semester. Preregistration for the following semester will be considered formal notification. A student on administrative leave for medical reasons must obtain the approval of the Dean of Students for the return. 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 may be canceled if a student registers in another collegiate institution without completing the procedures required for an academic leave.

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 Council on Academic Standards.

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 Council on Academic Standards 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 January 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:

- other school officials, including teachers, within the educational institution who have been determined to have legitimate educational interests;
- in connection with a student's application for, or receipt of, financial aid;
- 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);
- accrediting organizations, in order to carry out their accrediting functions;
- 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
- 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, email 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 meet the requirements set forth for filing 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.

See individual departmental requirements for variations to the standard Honors requirements and deadlines

National Honor Societies

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

The national German honor society, **Delta Phi Alpha**, seeks to foster and recognize excellence in the field and to provide an incentive for higher scholarship. Whitman College's chapter, Sigma Alpha, was founded in November 2006. The Society aims to promote the study of the German language, literature, and civilization and endeavors to emphasize those aspects of German life and culture which are of universal value and which contribute to man's eternal search for peace and truth. Membership is by invitation. Eligibility is determined by cumulative GPA and GPA in German courses.

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) 527-5187

The Center for Teaching and Learning (CTL) provides resources to faculty for enhancing teaching and learning at Whitman College. Recognizing that excellent teaching focuses on student learning, and further, that there are diverse ways to pursue excellent teaching, the Center organizes programs to promote reflection on teaching practices and foster innovation among the faculty. Programs include sessions facilitated by Whitman faculty devoted to specific topics related to best practices in teaching, informal roundtable discussions, lectures and workshops given by nationally known experts, and a series of programs specific to the needs of faculty new to Whitman. Grants to promote development of approaches to teaching are also offered each year. A special collection of books and journals devoted to teaching and learning is located in Penrose library, and an electronic publication, *The Teaching Professor* is available to all Whitman faculty and staff. A website for the Center (www.whitman.edu/content/ctl) lists programs and links to sites for enhancing teaching. Programs are planned and overseen by the CTL Steering Committee, comprised of faculty from all of the academic divisions, the Associate Dean for Faculty Development, and several staff members with expertise in student learning.

Off-Campus Studies

Study Abroad Programs

Advisers: Susan Holme and Barbara Hoffman

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 off-campus studies (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 and in the United States.

Information about opportunities for study outside of the United States and on partner programs within the United States, including application procedures, eligibility requirements, deadlines, and fees, is available from the Off-Campus Studies Office, Memorial Building 205. Students should consult with Susan Holme, Director of Off-Campus Studies, Barbara Hoffman, Assistant Director of Off-Campus Studies, or the appropriate faculty adviser for the program listed on the OCS website 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 Application and receive approval for their proposed course of study from Off-Campus Studies prior to studying off campus. Prior approval from Whitman is required to transfer credit from summer studies outside of the United States as well. Transfer credit will not be granted retroactively if a student has not received prior approval from Off-Campus Studies. Deadlines for the submission of Off-Campus Study applications are as follows unless stated otherwise with the program listing:

- Fall Semester and Academic Year programs: February 6, 2017
- Spring Semester programs: September 8, 2016
- Summer study abroad programs: Deadline is three weeks before the program's application deadline

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. To assist students with planning for off-campus studies, *Off-Campus Studies Advising Sheets by Major* are available on the Off-Campus Studies homepage at: www.whitman.edu/ocs.

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. 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, as calculated by the Office of Financial Aid Services. The following study abroad programs are affiliated with Whitman College and are referred to as our Partner Programs. For further details about program options, please refer to the Off-Campus Studies website at www.whitman.edu/ocs.

2016-17 Partner Programs

AFRICA

SIT: Madagascar Biodiversity and Natural Resource Management

Madagascar

SIT: Morocco Migration and Transnational Identity

Morocco

CIEE: Dakar Language and Culture

Senegal

SIT: South Africa Community Health and Social Policy

South Africa

SFS: Tanzania Wildlife Management Studies

Tanzania

ASIA

IES: Beijing Contemporary China & Chinese Language

China

CIEE: Shanghai China in a Global Context

China

SIT: India Sustainable Development and Social Change

India

SIT: Indonesia Arts, Religion, and Social Change

Indonesia

Associated Kyoto Program (AKP) *

Japan

Kansai Gaidai University Asian Studies Program

Japan

CIEE: Seoul Arts and Sciences

Korea

SIT: Nepal Development and Social Change

Nepal

CIEE: Taipei Communications, Business, and Political Economy

Taiwan

CIEE: Taipei Intensive Chinese Language and Culture

Taiwan

CIEE: Khon Kaen Development and Globalization

Thailand

SIT: Vietnam Culture, Social Change, and Development

Vietnam

EUROPE

IES: Vienna European Society and Culture

Austria

IES: Vienna Music

Austria

CIEE: Prague Central European Studies

Czech Republic

CIEE: Prague Film Studies

Czech Republic

DIS Copenhagen

Denmark

BADA: London Theatre Program

England

IES: London Health Practice & Policy

England

IES: London – Study London

England

IES: London Theatre Studies

England

IES: Queen Mary, University of London

England

IES: Slade School of Fine Arts

England

IES: SOAS, University of London

England

IES: University College London (UCL)

England

University of East Anglia (UEA)

England

IFSA–Butler: University of Oxford *

England

IES: Nantes French Language Immersion and Area Studies	France
IES: Paris French Studies	France
Middlebury: Studies in Paris Program	France
IES: Berlin Language and Area Studies	Germany
IES: Berlin Metropolitan Studies	Germany
IES: European Union	Germany
IES: Freiburg Environmental Studies & Sustainability	Germany
IES: Freiburg Language and Area Studies	Germany
College Year in Athens (CYA)	Greece
Budapest Semesters in Mathematics (BSM)	Hungary
IFSA-Butler: National University of Ireland Galway	Ireland
Studio Art Centers International (SACI)	Italy
Syracuse University Florence	Italy
IES: Milan Italy Today	Italy
IES: Milan Music Tradition & Innovation	Italy
Intercollegiate Center for Classical Studies (ICCS) in Rome	Italy
IES: Rome – Study Rome Language and Area Studies	Italy
IFSA-Butler: Glasgow School of Art	Scotland
University of St Andrews	Scotland
SIT: Serbia Peace and Conflict Studies in the Balkans	Serbia, Bosnia & Kosovo
CIEE: Alicante Language and Culture	Spain
CIEE: Alicante Language in Context	Spain
CIEE: Alicante Liberal Arts	Spain
Middlebury: Universidad de Córdoba	Spain
Middlebury: Getafe Universidad Carlos III de Madrid	Spain
IES: Granada – Study in Granada	Spain
Middlebury: Madrid Sede Prim	Spain
LATIN AMERICA/CARIBBEAN	
IFSA-Butler: Argentine Universities Program	Argentina
IFSA-Butler: Mendoza Universities Program	Argentina
SIT: Chile Public Health, Traditional Medicine, and Community Empowerment	Chile
IFSA-Butler: Chilean Universities Program	Chile
SFS: Costa Rica Sustainable Development Studies	Costa Rica
CIEE: Monteverde Tropical Ecology and Conservation	Costa Rica
SIT: Ecuador Comparative Ecology and Conservation	Ecuador
SIT: Ecuador Development, Politics, and Language	Ecuador
IFSA-Butler: Mérida Universidad Autónoma de Yucatán	Mexico
Mexico Solidarity Network (MSN)	Mexico
SIT: Nicaragua Youth Culture, Literacy, and Media	Nicaragua
SFS: Panama Tropical Island Biodiversity Studies	Panama
SFS: Turks and Caicos Marine Resource Studies	Turks and Caicos
MIDDLE EAST	
Hebrew University (Rothberg International School)	Israel

CIEE: Amman Language and Culture

Jordan

OCEANIA

SIT: Australia Sustainability and Environmental Action

Australia

SFS: Australia Tropical Rainforest Studies

Australia

IFSA-Butler: University of Melbourne

Australia

Frontiers Abroad: Geology of New Zealand

New Zealand

University of Otago

New Zealand

UNITED STATES

The Eugene O'Neill National Theatre Institute (NTI)

Connecticut

SEA Semester

Massachusetts

The Philadelphia Center (TPC)

Pennsylvania

AU Washington Semester Program

Washington DC

* These programs have deadlines earlier than the standard Whitman application deadline. Consult with Whitman OCS staff for details.

Whitman College reserves the right to withdraw programs from this list for security and other reasons.

Whitman Summer Studies in China

This six-week summer program, founded in 2001, is administered by Whitman College in cooperation with Yunnan University in Kunming, China. The program is designed to give students an opportunity to strengthen their conversational Chinese language skills and learn about contemporary Chinese society firsthand. Participants enroll in a four-credit, intensive Chinese language course at the university and a two-credit Seminar in Chinese Studies course taught by the Whitman faculty director of the program (see Asian and Middle Eastern 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 2017.

U.S. Partner Programs

Advisers: Susan Holme, Barbara Hoffman, and Helen Kim

Whitman College encourages qualified students interested in preprofessional internships, urban issues, government policy, acting training, and oceanography to consider participation in one of the four U.S.-based Partner Programs described above. Students interested in these programs must complete a Whitman Off-Campus Study 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. Whitman College grants no academic credit for work experience or internships *per se*, though it may grant credit for academic coursework linked to internships.

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, as calculated by the Office of Financial Aid Services. Applications and additional information about the programs can be obtained from Off-Campus Studies (Mem 205).

The U.S. Partner Program deadlines are the same as the study abroad program deadlines listed above, with the following exceptions:

- Fall Semester for The Philadelphia Center and the Washington Semester Programs: April 7, 2017
- Spring Semester for The Philadelphia Center and the Washington Semester Programs: October 13, 2016

Reciprocal Program

Adviser: Cassandra Keithley

The Reciprocal Program is a cooperative program between Whitman College and Walla Walla University permitting students from both institutions to enroll in one course per term at the other institution without paying any of the general fees such as tuition, student association fees, registration fees, or health insurance fees. Charges associated with specific courses (i.e., applied music, physical education, science labs, etc.) must be paid by the guest student at the institution in which such courses are taken.

A Whitman student seeking to enroll in a course not offered at Whitman College, or for which registration has been made impossible through circumstances which could not be prevented, should contact the Registrar's Office to request to participate in this program. The Registrar's Office will communicate with Walla Walla University to request permission for enrollment.

It is the responsibility of the student to follow the appropriate procedure to transfer credit from a Walla Walla University reciprocal course back to Whitman College.

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 in an era of climate change. 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 to 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 offered every other fall semester on even years. The program is next offered Fall 2016, the application process for Fall 2016 begins Fall 2015.

Environmental Studies: Whitman in the Willows

Adviser: Phil Brick

This summer program is centered on the natural and human ecologies of Willows 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 Willows Mountain Institute. Whitman in the Willows is a program for Whitman College students only; sophomore status or higher is required to participate.

Whitman in China Teaching Program

Adviser: Susan Holme

The Whitman in China Teaching Program provides an opportunity for six Whitman College graduates to spend a year in China, teaching English or serving as an English language intern at Yunnan University in Kunming, Shantou University in Shantou, or Northwestern Polytechnical University in Xi'an. Those selected will be paid a monthly salary for their services and provided with free housing by the Chinese universities. A travel stipend roughly equivalent to round-trip air fare between Seattle and the host city in China is provided by the program. A minimum of one year of study of Mandarin Chinese and some teaching experience prior to participation is strongly recommended. In addition, participants will be required to complete a TESL Certification course prior to departure for China and the program will cover the cost of the course. No Whitman College credit is granted for participation in this program.

Combined Plans

Engineering and Computer Science

Adviser: Fred Moore (Physics) (on Sabbatical, Spring 2017)

Whitman College is associated with Caltech, the Fu Foundation School of Engineering and Applied Science at Columbia University, 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 a major in Chemistry/Pre-Engineering, Mathematics/Pre-Computer Science, Physics/Pre-Engineering or BBMB/Pre-Engineering (Biophysics, Biochemistry and Molecular Biology) by Whitman College; and the degree of Bachelor of Science, with a 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 *3/2 Program Requirements*. Also note the information in the section titled *Notes and Cautions*. Individuals interested in the Computer Science option are particularly cautioned to read and be aware of issues mentioned in the *Notes and Cautions* section.

This combined program requires very careful scheduling—even a semester's delay in starting the program may preclude a student from being prepared to transfer after their third year. 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. The nuances of the requirements at different partner schools mean that students should consult with the 3/2 program adviser before finalizing their first semester. Consultations should continue regularly thereafter, before each subsequent semester, to ensure proper progress in the program.

Students must declare their intent to complete the 3/2 program 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 their intent before the end of their second semester in residence at Whitman. Students will have the Engineering and Computer Science program adviser as a major adviser, as well as an adviser from the relevant department (Chemistry, Mathematics, Physics, or BBMB).

3/2 Program 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. Computer Science 167, Mathematics 225, 235, and 244; Physics 145 or 155 or 165 and 156 or 166; Chemistry 140, or the full *General Chemistry* sequence (Chemistry 125, 126, 135, and 136).
 - B. One of the following four sequences, chosen with the consent of the 3-2 Engineering and Computer Science Program adviser:

1. Physics/Pre-Engineering: Mathematics 240; Physics 245, 246, 255, and 256, and an additional 6 credits of 300/400 level physics coursework;
2. Chemistry/Pre-Engineering: Chemistry 240, 245, 246, 251, 252, 345, and either 320 or 360;
3. Mathematics/Pre-Computer Science: Mathematics 240, 260, Computer Science 270, and an additional 6 credits in mathematics course numbered above 200. Math 358 and 247 are recommended. A grade of B-(2.7) or better in Math 260 is required. For this sequence, please refer to the *Notes and Cautions* section.
4. BBMB/Pre-Engineering: Biology 111, 205; Chemistry 245, 246, 251, and 252; and any two of the following three lecture-lab combinations: BBMB 324 and 334, BBMB 325 and 335, BBMB 326 and 336.

The aforementioned four tracks reflect the Whitman degree that the student will receive on successful completion of the program. The Physics/Pre-Engineering track typically requires the student to complete a degree in a physical branch of engineering, industrial engineering, operations research or a closely related field at the partner school. The Chemistry/Pre-Engineering track typically requires a chemical engineering degree at the partner school. The Mathematics/Pre-Computer Science track typically requires a degree in computer science or computer engineering at the partner school. The BBMB/Pre-Engineering track requires a degree in biomedical engineering or bioengineering at the partner school.

- IV. Complete the requirements for a degree in computer science or a field of engineering at one of the affiliated institutions — Caltech, Columbia 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. Three of the four 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 four affiliated programs, students will 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 (3.3 for Columbia and 3.25 for Washington University in St. Louis).
- II. Nearly all 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 two examples. 1) Along with additional requirements that depend on the intended program (e.g., civil engineering, electrical engineering), Columbia University requires that students spend “approximately” three years at Whitman, complete 97 (not 93) credits at Whitman, and take the equivalents of Economics 100 or 101, 102, and Composition 170 (or 210). 2) Caltech recommends (strongly) that ALL 3-2 program students (regardless of which track the individual is following) to take Physics 245, 246, 255, and 256.
- III. Students receive a Whitman College degree after completing requirements above and, in particular, after receiving a B.S. degree with a major in the appropriate field 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. The Whitman pre-engineering majors are only given to students who successfully complete their 3/2 program. If a student does not receive a B.S. degree from a transfer institution, he or she must satisfy the requirements for a non-pre-engineering Whitman College major in order to graduate from Whitman and may need to keep this possibility in mind as they schedule courses at Whitman.
- V. For individuals interested in the Computer Science option: it is critical to contact the program adviser early in your time at Whitman College. The hierarchical nature of the mathematical coursework required for this option along with the scheduling rotation and enrollment limits of specific mathematics courses make this course of study

challenging to accomplish in three years. Indeed, there are a variety of scenarios (including starting this path late) that may preclude an individual from pursuing this option without either additional time at Whitman (beyond the normal three years) or coursework taken elsewhere.

- VI. Individuals interested in biomedical engineering should be aware that the required pre-engineering coursework (i.e., classes to be completed at Whitman) varies widely from one partner institution to another. In particular, a student wanting to do biomedical engineering at Columbia should consider following the Physics track at Whitman and supplementing those courses to complete Columbia's requirements. In contrast, a student wanting to do biomedical engineering at Washington University in Saint Louis should follow the BBMB track at Whitman. Clearly, anyone wanting to pursue biomedical engineering should be in close contact with Whitman's 3/2 adviser.

Forestry and Environmental Management

Adviser: Nicholas Bader (Geology)

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 website, 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 eight additional credits in courses above the 200 level; Chemistry 125, 126, 135, 136, or 140; Economics 100 or 101, 102; Geology 125 (or 110 or 120); Mathematics 125, a statistics course. In addition, the following courses are recommended: Computer Science 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 125 (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 100 or 101, 102; Mathematics 125, a statistics course. In addition, the following courses are strongly recommended: Biology 215 or 277, Computer Science 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.
- 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.

Law

Advisers: Patrick Frierson (Philosophy), Jack Jackson (Politics), and Noah Leavitt (Associate Dean for Student Engagement)

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. The majority of Columbia Law School students have at least a 3.7 GPA and a LSAT score of 172. To be competitive in this process, Whitman applicants should match or exceed these quantitative indicators of academic performance.

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 important but partial criteria.

Oceanography

Advisers: Nicholas Bader (Geology) and Kate Jackson (Biology)

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; typically three years at Whitman College and two years at the University of Washington. Students complete a Bachelor of Arts degree in either Biology or Geology from Whitman College and a Bachelor of Science in Oceanography from the University of Washington. At Whitman College, all candidates must complete the appropriate requirements outlined below, receive a recommendation from Whitman College, and apply as transfer student to the University of Washington.

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). Interested Whitman students should contact the Whitman Oceanography adviser in their first year at Whitman, and the University of Washington Oceanography academic adviser (Michelle Townsend, mtown@u.washington.edu) when they apply for transfer to coordinate with the admissions office, and to answer questions about course planning.

In order to secure a recommendation from Whitman, a student must satisfy the following requirements during his or her three years at Whitman:

- I. 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.
- II. Complete the First-Year Experience, required of all first-year students attending Whitman.
- III. Complete the General Studies Distribution Requirements at Whitman.

- IV. Complete certain mathematics and sciences courses including those listed below, with a cumulative GPA at Whitman in these courses of at least 3.0.

Required Math and Science Courses at Whitman College: All Candidates

- I. *Mathematics*: 125, 126, and 225, 235 or an approved Statistics course (see Whitman Oceanography adviser for current list).
- II. *Chemistry*: 125, 126, 135, 136, and 245 (2 semesters “General Chemistry” with labs) or 140.
- III. *Geology*: 110, 120, or 125. It is strongly recommended that students also take an introductory Oceanography or Atmospheric Science class at Whitman College, such as Biology 178 or 278, or Geology 130.
- IV. *Biology*: 111 and 112
- V. *Physics*: 155 and 156, or the advanced version of 165 and 166 at Whitman College; or the Physics 121, 122, 123 series at the University of Washington; or Physics 155 at Whitman College and Ocean 285 at the University of Washington.

Also, it is strongly recommended that students take an introductory Marine or Atmospheric Science class at Whitman College, such as Biology 178 or 278, or Geology 130.

Additional Required Courses at Whitman College for Biology-Oceanography Majors

Biology-Oceanography students must also take Biology 205, Chemistry 245, and one course from each of the three upper division Biology and/or BBMB courses in Molecular/Cell, Organismal, and Ecology/Evolution categories at Whitman College. At UW, they must take at least seven 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.

Additional Required Courses at Whitman College for Geology-Oceanography Majors

Geology-Oceanography students must also take Geology 227, 350, 358, 368, and four or more credits in geology courses numbered above 300 at Whitman College. At UW, they 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.

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 and Finance

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 website 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, 114, 227, 268, 327, 358, and 409
- Mathematics 125, 126
- Major study in economics, politics, and/or the sciences

Education

Barbara Hoffman (Assistant Director of Off-Campus Studies), and Michelle Janning (Sociology)

Whitman does not have an education major or minor. A broad program in liberal arts and sciences helps prepare students for graduate or professional work in education. The recommended majors for post-baccalaureate work depend on the desired age group, specialty, and profession within education. Students interested in educational practice, theory, pedagogy, policy, or administration are encouraged to take a broad range of courses and to include courses dealing with philosophy, social inequality, social group relations, psycho-social conditions of family/childhood/adolescence, and courses that may include community-based learning with local schools or educational organizations. Students interested in the field of bilingual education should visit both the Language Learning Center and the Office of Off-Campus Studies to find out more about opportunities to get experience in this area.

Master’s programs in teaching in the U.S. often have prerequisites that include a course in pedagogical theory and practice and a course in substantive areas, such as inequality in education, educational policy, or educational psychology. Whitman does not offer courses in pedagogical theory and practice (with classroom practice), but there are several courses that can serve as the substantive prerequisite, and there are some courses with applied components that may take place in local

schools or educational organizations. Students interested in graduate school in education are encouraged to consult with the program of interest to see if particular courses at Whitman may count as a prerequisite.

Besides curricular offerings on topics in educational studies, Whitman offers numerous co-curricular opportunities for students who may want to gain practical experience in settings that are education-focused. These opportunities include mentoring and tutoring local students, student clubs, and summer internship opportunities. Information about these opportunities is available from the advisers listed above, from student clubs, and from the Student Engagement Center.

Because age group, specialty area, and geographic region influence the kinds of testing necessary to work in educational fields (and the timing of those exams), students are encouraged to investigate early the types of tests and majors that are required or recommended to meet their career or graduate school goals and to consult with the education advisers and Student Engagement Center resources before deciding on a major.

Foreign Service

Chair, Department of Politics

Many departments and agencies of the U.S. government offer a variety of overseas employment, both in career positions and in staff support work. Applicants 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 is the case 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

Kimberly Mueller (Director of Health Professions Advising)

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 “premed,” “prevet,” or any “prehealth” 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, Japanese), geology, history, music, philosophy, psychology, religion, and theatre.

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.

Whitman College is a founding member of the Walla Walla Clinical Shadowing Program, a collaborative effort with the Walla Walla Valley Medical Society to facilitate pre-medical student shadowing in Walla Walla County. To date, physicians, nurse practitioners and physician assistants in the Walla Walla Valley are participating in student observations. See www.wshadowing.org. Opportunities exist for students to shadow in other health professional fields such as dentistry, occupational and physical therapy, pharmacy, and veterinary medicine.

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 page: www.whitman.edu/academics/careers-professions-and-the-liberal-arts/health-professions or contact Kimberly Mueller.

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 website: 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 *Genetics*, 310 or 330 *Physiology*, 339 *Microbiology*
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; or 140, 240). Two semesters of 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)
- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Composition 170, 210, 320).

Note: Requirements vary. Some schools accept Encounters as writing intensive courses for English. A course in anatomy (e.g. Biology 315) is required by some schools. If you have AP/IB credit for Chemistry 125, Chemistry 240 is not required.

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 coursework. 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) website: 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) website: www.aacom.org.

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

- Biology — (Biology 111, 205); one additional 300-level course (e.g. 303, 305 *Cell Biology*; 310, 330 *Physiology*; 320 *Neurobiology*; 323 *Neurophysiology*, 319, 328, 329 *Developmental*; 339 *Microbiology*); two semesters of laboratory
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; or 140, 240). Two semesters of 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 I* and *Calculus II*)
- Statistics — Mathematics 128 *Elementary Statistics* or 247 *Statistics with Applications*. Biology 228 and Psychology 210 also can fulfill statistics requirement.

- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Composition 170, 210, 320).
- Biochemistry (BBMB 325)
- Social sciences — Three semesters in social sciences (Psychology 110, Sociology 110 or 117, and one additional course selected from Anthropology 102, Anthropology 328, Psychology 230, or Psychology 360).

Note: Requirements vary. Some schools accept Encounters as writing intensive courses for English. A course in anatomy (e.g. Biology 315) is required by some schools. If you have AP/IB credit for Chemistry 125, Chemistry 240 is not required.

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 — Nutrition (Biology 127), Microbiology + Lab (Biology 339); Human Anatomy and Physiology + Lab; (can be taken as 2 or 3 quarter sequence at most community colleges; see Jim Russo for other options)
- Chemistry — Two semesters, to include general, organic, and biochemistry
- Mathematics — Statistics (Mathematics 128 or 247)
- Psychology — Psychology 110; 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) website: www.aacp.org. The following courses will satisfy the requirements for admission to most U.S. pharmacy schools:

- Biology 111, 205 *Genetics*, 310 or 330 *Physiology*, 339 *Microbiology*
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; or 140, 240). Two semesters of organic chemistry with two credits of laboratory (Chemistry 245, 246, 251, 252)
- Mathematics — Calculus (Mathematics 125, 126) and Statistics (Mathematics 128 or 247)
- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Composition 170, 210, 320).
- Social Sciences — Psychology 110 plus two additional semesters, (Sociology 110 or 117, Anthropology 102 or 328, Psychology 230 or 360 recommended)

Note: Requirements vary greatly. Many schools require courses in anatomy (Biology 315), biochemistry (BBMB 325), physics (Physics 155, 156), speech, and economics. Some schools accept Encounters as writing intensive courses for English.

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 — 111, 127 *Nutrition*, 205 *Genetics*, 310 or 330 *Physiology*, 339 *Microbiology*
- Chemistry — Three semesters, to include inorganic, organic, and biochemistry
- Mathematics — Statistics (Mathematics 128 or 247)
- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Composition 170, 210, 320).
- Social Sciences — Psychology 110 required. Psychology 230 or 360 recommended

Note: Requirements vary greatly. Many schools require courses in human anatomy. Some will allow Comparative Anatomy (Biology 315). Some schools accept Encounters as writing intensive courses for English.

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, and 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) website: www.aavmc.org.

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

- Biology 111, 112, 205 *Genetics*, 315 *Comparative Anatomy*, 310 or 330 *Physiology*, 339 *Microbiology*
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135,136; or 140, 240). Two semesters of 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 I* and *Calculus II* and 128 *Elementary Statistics* or 247 *Statistics with Applications*)
- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Composition 170, 210, 320).
- Biochemistry (BBMB 325)

Note: Requirements vary. Some schools accept Encounters as writing intensive courses for English. If you have AP/IB credit for Chemistry 125, Chemistry 240 is not required.

Law

Advisers: Patrick Frierson (Philosophy), Jack Jackson (Politics), and Noah Leavitt (Associate Dean for Student Engagement)

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.

Accordingly, 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.

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 *Combined Plans* 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 and Information Science (LIS)

Lee Keene, Head of Instructional and Research Services (Penrose Library)

A Master of Library and Information Science degree from a graduate program accredited by the American Library Association is a prerequisite for a professional career in librarianship, and a broad liberal arts education is excellent preparation for the master's program. While librarians have traditionally been educated in the humanities, a background in the social, physical, or computer sciences is increasingly sought after by employers. Because of the growing emphasis on digital programs and resources in libraries, students interested in applying to MLIS programs should be prepared to focus on information science in a variety of research and instructional contexts. Successful applicants to MLIS programs also demonstrate intellectual curiosity, initiative, flexibility, and a commitment to service.

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

Ministry

Walter E. Wyman, Jr. (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, rabbinical school, or other ministerial training by setting ministry studies in a broad perspective. Foreign languages (such as French and German for academic purposes, but also the languages of sacred texts such as Hebrew, Greek, Arabic, Latin, Sanskrit, Pali, Chinese, or Japanese) are highly advisable for students contemplating doctoral work in religion.

Music

Susan Pickett (Music)

The department of music at Whitman College offers a Bachelor of Arts degree with possible special emphases in performance, theory, composition, history, ethnomusicology, 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 30 percent of the student body participates in the music program through performance, individual lessons, or academic classes.

The major ensembles on campus — Chorale, Chamber Singers, Orchestra, Jazz Ensemble, and Wind Ensemble — are open to all students by audition. A wide variety of classes offer opportunities for music readers and non-readers alike.

Public Service

Chair, Department of Politics

To an ever-greater degree, federal, state, and local governments need professionally trained people to serve as researchers and planners as well as administrators. Expanding numbers and kinds of special interest groups as well as the increased degree to which these groups employ professionals, also have yielded new career possibilities for people with research, analytical, and political skills. New career opportunities can especially be found at the local level, in addition to the traditional public administration positions in federal and state agencies.

A person interested in a public service career should develop strong 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 helpful.

Suggested Courses:

- Economics 100 or 101, 102, 268
- Environmental Studies 120
- History 297
- Mathematics 128
- Politics 109, 124, 254, 287, 309, 311, 318, 319, 325, 334, 365, 369
- Sociology 110, 207, 208

Social Work and Human Services

Helen Kim, Fall (Sociology) and Michelle Janning, Spring (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 100 or 101, 102
- History 368
- Philosophy 127
- Psychology 110, 210, 230, 240, 260
- Sociology 117, 230, 257, 267

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 issues and theory in sport and recreation. 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, 329, 357, 380, 385, 390, 395
- A broad range of activity courses

Theatre

Jessica Cerullo, Fall (Theatre) and Daniel Schindler, Spring (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 division, the Humanities and Arts division, the Basic Sciences and Mathematics division, General Studies, and Interdisciplinary Studies.

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

DIVISION II: Humanities and Arts, including the departments of Art, Art History and Visual Culture Studies, Classics, Composition, English, Foreign Languages and Literatures, Music, Philosophy, Religion, Rhetoric Studies, Spanish, and Theatre and Dance and World Literature. *Nicole Simek, Chair*

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

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

INTERDISCIPLINARY STUDIES: Asian and Middle Eastern Studies, Environmental Studies, Film and Media 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, and, if it is unique, the honors requirement in that department. Basic information on college personnel can be found in the *Directories* section of this catalog.

Students registering for courses in the 2015-2016 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 email prior to registration each semester.

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. For some departments, 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 released for distribution. 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, two 75-minute meetings, or 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

Liberal education values intellectual curiosity and an approach to learning informed by multiple perspectives. The General Studies Program is the primary means of achieving such breadth and perspective. The program consists of Encounters (The First-Year Experience) and the Distribution Requirements. The First-Year Experience provides both an integration of varieties of knowledge and a significant context for thought and written expression. Through the Distribution Requirements, students gain insights into disparate areas of knowledge and ways of knowing emphasized in different disciplines, while also coming to understand the ways in which disciplines often overlap or merge with one another. Students are encouraged to explore connections and divergences between fields and approaches to knowledge through their distribution studies. Courses in each area will vary in the emphasis they give to the elements described and in the approach they take to their study.

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. The **cultural pluralism** requirement focuses primarily on underrepresented cultural perspectives. In addition, courses in this area foster a greater understanding of the diversity or interconnectedness of cultures. Such courses must offer in-depth coverage of, and must focus on, at least one of the following: cultural pluralism; power disparities among social groups; methodological or theoretical approaches used in the interpretation of cultural difference; marginality within categories such as gender, age, race, ethnicity, sexual orientation, religion, or class; and/or the perspectives of non-dominant groups. Students must complete **two courses totaling at least six credits** designated as fulfilling the requirement in Cultural Pluralism. These courses include:

Anthropology 102, 219, 233, 238, 247, 257, 258,
259, 300, 306, 308, 313, 324, 328, 347, 358
Art History and Visual Culture Studies 210, 235,
243, 246, 248, 354, 356, 357, 495
Asian and Middle Eastern Studies — all courses
BBMB 430
Chinese — all courses
Classics 140, 309
Dance 118
Economics 258, 266, 345
English 376
Environmental Studies 259, 306, 309, 313, 335, 339
Film and Media Studies 307, 340, 345
French — all courses
Gender Studies — all courses
General Studies 245
German — all courses (except 352)
Greek 105, 106, 205
History 109, 110, 112, 121, 127, 128, 188, 205, 209,
210, 215, 217, 218, 219, 220, 223, 225, 230, 235,
241, 247, 248, 254, 268, 283, 287, 288, 290, 300,
305, 310, 313, 314, 319, 322, 323, 325, 332, 344,
346, 348, 349, 364, 370, 382, 384, 387, 389, 393,
494, 495

Interdisciplinary Studies 220
Japanese — all courses
Latin 105, 106, 205
Music 115, 129, 160, 207, 218, 220, 258, 308, 354,
360
Philosophy 235, 318
Politics 100, 112, 114, 119, 207, 209, 228, 236, 242,
250, 254, 301, 311, 317, 318, 319, 325, 333, 334,
337, 349, 359, 363, 365, 367
Psychology 239, 309, 311, 319, 336
Race and Ethnic Studies 105, 301
Religion 100, 103, 109, 110, 134, 207, 208, 209,
213, 214, 217, 219, 221, 228, 229, 233, 236, 245,
260, 287, 305, 307, 310, 321, 355, 358, 370, 387
Rhetoric Studies 250, 270, 341;
Sociology 110, 117, 205, 209, 229, 250, 257, 258,
259, 267, 269, 270, 271, 278, 279, 287, 290, 294,
309, 318, 337, 341, 360, 367, 369
Spanish — all courses (except 491, 492)
Theatre 210
World Literature 217, 222, 301, 309, 312, 315, 320,
322, 325, 328, 330, 338, 343, 349, 359, 395

Note: Some departments offer special topics in any given year that may or may not be applicable toward the Cultural Pluralism requirement. For more information, 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. Contact the Off-Campus Studies Office or the General Studies Committee for more information.

2. Courses in the **fine arts** develop our creative problem solving skills, our abilities to exercise artistic expression and our understanding of theoretical and analytical approaches to the process of making a work of art. Courses in this area engage students in artistic production and help students critically analyze their own or others' works of music, visual and verbal art, dance, film, media and theater.

Students must complete a **minimum of six credits in the fine arts**. This requirement is satisfied by courses in:

Anthropology 308	Film and Media Studies 260, 360
Art — all courses	Music — all courses
Art History and Visual Culture Studies — all courses	Philosophy 239, 302
Classics 224, 226, 377	Rhetoric Studies 110, 255
English 150, 250, 251, 252, 320, 321, 322, 323, 389	Theatre and Dance (except 371, 372)
Environmental Studies 319, 347	

Note: 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.***

3. Courses in the **humanities** focus our attention on the ways that human beings have understood and interpreted the world around them as well as the processes by which humans come to see life as meaningful. Study in the humanities equips students with the tools to analyze and interpret texts, artistic works, material objects, beliefs and values through close reading and consideration of components such as cultural and historical context, genre, and language.

Students must complete a **minimum of six credits in the humanities**. This requirement is satisfied by courses in:

Art History and Visual Culture Studies — all courses	History 313
Asian and Middle Eastern Studies 315	Japanese — all courses
Chinese — all courses	Latin — all courses
Classics — all courses	Linguistics 107
Composition — all courses	Philosophy — all courses (except 488)
Dance 118, 218, 234	Politics 121, 342, 343, 352
English (except 150, 250, 251, 320, 321, 322, 389)	Religion — all courses
Environmental Studies 217, 226, 227, 230, 235, 247, 308, 309, 335, 339, 340, 347, 349, 350, 358, 360, 365	Rhetoric Studies — all courses (except 110, 121, 221, 222, 255, 263)
Film and Media Studies (except 260, 360)	Sociology 127, 341, 344
French — all courses	Spanish — all courses
German — all courses (except 352)	Theatre 330, 357, 371, 372, 377
Greek — all courses	World Literature — all courses

Note: 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. Courses with a significant **quantitative focus** help us develop the skills to critically analyze numerical or graphical data, to develop abstract quantitative frameworks, and to develop a facility and acumen with quantitative reasoning techniques and their applicability to disciplines across the liberal arts.

Students must complete **one course of three or more credits in quantitative analysis**. This requirement is satisfied by the following courses:

Astronomy 110, 177, 178, 179	Mathematics — all courses
Biology 228	Music 327, 426
Chemistry 100, 102, 125, 126, 140, 315	Philosophy 488
Computer Science 167, 210, 220, 270, 317	Physics 101, 102, 103, 105, 155, 156, 165, 166, 245, 246, 377
Economics 227, 327, 479	Psychology 210
Environmental Studies 207	Sociology 208
Geology 350	

5. Courses in the **sciences** give us the background necessary to inquire how the natural world is structured and operates. Students will be exposed to methodologies and techniques that allow them to form hypotheses, then to examine, justify, or refute their hypotheses through scientific evidence and analysis of observations.

Students must complete **a minimum of six credits in science**, including at least one course with a laboratory. This requirement is satisfied by courses in: Astronomy — all courses

BBMB — all courses	Geology — all courses
Biology — all courses	Physics — all courses (except 115, 116)
Chemistry — all courses	Psychology 360

Note: 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. Studies in the **social sciences** help us analyze complex relationships and interconnections within and/or among individuals, social formations, texts and institutions across time and/or across local, national, and/or global contexts.

Students must complete **a minimum of six credits in the social sciences**. This requirement is satisfied by courses in:

Anthropology — all courses	Politics — all courses
Classics 221	Psychology — all courses (except 210, 360 and some courses designated Seminars or Tutorials — see the individual course descriptions)
Economics — all courses	Sociology — all courses
Environmental Studies 259, 306, 307, 313, 329, 353, 362, 369	Spanish 448
Gender Studies 333	Religion 107
History — all courses	Rhetoric Studies 341, 342, 350, 365
Music 308	

Additional information regarding Distribution Requirements:

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 Requirements.

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 cultural pluralism 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.

Five of the six Distribution Requirements should be completed by the end of the sixth semester of college work. The total requirements must be fulfilled not later than the student's seventh semester or at the time 110 degree credits have been earned if this occurs prior to the seventh semester.

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 2016-17 academic year will be "Encounters: Transformations." Distribution area: none.

Students who wish to change Encounters sections may do so only at the semester break, prior to the beginning of second semester, by making a request to the Registrar. Students are not allowed to choose which section they would like to enter. Those students who seek to change sections will be assigned to other sections by the Registrar.

245 Critical Voices

4, x Miller

This course calls into question the dominance of traditional western world views by critically examining the historical and ideological roles played by "others." The aim is to cultivate an eye for difference, to learn to listen to these voices in their own contexts. Such voices 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: Suzanne Morrissey
Eunice L. Blavascunas
Rachel L. George

Jason Pribilsky, *Chair, Division I*
Charles F. McKhann (*on Sabbatical,*
2016-2017)
Stanley Thayne

Known as the “holistic science of humankind,” anthropology attempts to understand sociocultural 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 (biological) anthropology add a unique time depth to the discipline among the social sciences.

Generally, 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.

Distribution: Courses completed in anthropology apply to the social sciences and cultural pluralism (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Understand how anthropological theory has developed over time and how this changes perception of human social and cultural diversity.
 - Have a familiarity with all four sub-disciplines of anthropology and how each specialization contributes to an understanding of human social and cultural variability.
- **Critical Thinking**
 - Critically assess issues involving human physical and cultural evolution and appreciate how these contributed to the development of contemporary diversity across the globe.
 - Analyze central aspects universal to culture such as kinship, gender, ritual and religion, exchange, and language, and how such aspects vary across time and space.
- **Research**
 - Organize in-depth research on anthropological issues based on collected field data or literature searches, and creatively, expressively, clearly, and soundly write reports.
- **After College**
 - Develop a strong foundation for acceptance into graduate schools to continue towards a career in the field of anthropology.
- **Citizenship**
 - Bring broad perspectives to discussions outside of Whitman that deal with the state of the human condition, whether within the local community, the nation, or in global affairs.

The Anthropology major: A total of 36 credits in anthropology to include Anthropology 101, 102, 318, 490 and 492 (or 498); plus 18 additional credits. 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: A minimum of 20 credits including: Anthropology 101, 102, 318; plus eight additional credits in anthropology.

101 Becoming Human: An Introduction to Anthropology

4, x Blavascunas

An introduction to foundational approaches in anthropology with an emphasis on understanding the human condition in broad historical, material, and cross-cultural contexts. Drawing on key ideas such as evolution, adaptation, and environmental change, case studies will explore the interplay between material and biological factors and particular social conditions for producing diverse ways of life. Open to first-year students and sophomores; juniors and seniors by consent only.

102 Introduction to Cultural Anthropology**x, 4 George**

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.

206 Anthropology and Europe**x, 4 Blavascunas**

“Europe” exists as a category under constant negotiation and renegotiation. This course asks what the region of Europe has meant to the field of anthropology and how ethnography has both sustained and contested ideas of Europe. How is European geography lived, constructed and contested by a multitude of actors, institutions, and ideologies? The course examines recent ethnographic debates and ethnographies that question the status of Europe as a category with an essential meaning.

219 Chinese Religion**4; not offered 2016-17**

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; the cults of ancestors, gods and ghosts; folk Buddhism and Taoism; and religious syncretism.

247 Special Topics in Peoples and Cultures**1-4**

Any current offerings follow.

247A ST: Settler Colonialism and Indigenous Peoples**4, x Thayne**

Australian anthropologist Patrick Wolfe defines settler colonialism as “an inclusive, land centered project that coordinates a comprehensive range of agencies...with a view to eliminating Indigenous societies.” This course will expose students to a series of ethnographies that explore the impacts of European settlement around the globe during the 19th-21st centuries. It will also consider varied responses of Indigenous peoples to colonialism, focusing in particular on examples of what Osage anthropologist Jean Dennison calls “colonial entanglement”: the adaptation of colonial concepts and categories by Indigenous peoples who put them to their own uses. The course will thus consider both the practice of settler colonialism and Indigenous peoples’ responses to it. While global in focus, the course will focus in particular on settler colonialism in North America and will provide a basic overview of federal Indian Policy and Native American history in the U.S. and Canada. May be taken for credit toward the Race and Ethnic Studies major. Distribution area: cultural pluralism or social sciences.

247A ST: Religion, Culture, and Anthropology**x, 4 Thayne**

This course will provide a basic overview of the field of Anthropology by considering how the categories of *religion* and *culture* have been used to generate knowledge about the communities and peoples under study. Beginning with early ethnological accounts of Spanish missionaries, the course will trace the development of the practice of ethnographic writing and its gradual professionalization. Early anthropological works often operated from an evolutionary perspective that posited religion as a primitive stage of human civilizational development. Later anthropologists who moved away from an evolutionary model often shifted to a focus on *culture* that positioned religion as one form of cultural expression among others. This course will take as a departure point anthropologist Talal Asad’s excavation of the category of religion in *Genealogies of Religion* and his critique of essentialist definitions of religion in other anthropological works. From there students will be presented with a series of ethnographic works and field studies that use the category of religion to explain and generate knowledge about communities and peoples under study. May be elected as Religion 290A. Distribution area: cultural pluralism, humanities, or social science.

249 Prehistoric Background to Western Civilization**4; not offered 2016-17**

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; not offered 2016-17**

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**4; not offered 2016-17**

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, Environment and Development in the Andes**4; not offered 2016-17**

This course focuses on the intersection of two major concerns in global development—environmental sustainability and the self-determination of indigenous communities—as they play out in the Andes region of South America. Environmentally, this mountainous region is home to astounding biotic and geomorphological diversity and concentrations of major watersheds, glaciers, and complex forests. Culturally and politically, the Andes region also stands out as a locus of Latin America’s indigenous rights movement. This course asks a series of questions centered on understanding environmental issues and movements from the perspective of indigenous peoples, including: How are pressing environmental changes altering indigenous livelihoods and how are indigenous groups responding to these challenges? How do indigenous movement politics rooted in struggles for sovereignty and legal recognition intersect with global environmental concerns and social movements to address climate change, water resources, and biodiversity? How do approaches to development that take seriously nature-culture connections address issues of indigenous livelihoods and sustainability and in what ways do they fail? Readings will draw from anthropology, geography, global health, political theory, journalism, and history. This course builds on Anthropology 102, but it is not required. May be elected as Environmental Studies 259, but must be elected as Environmental Studies 259 to satisfy the interdisciplinary course requirement in environmental studies.

300 Malignant Cultures: Anthropologies of Cancer**4; not offered 2016-17**

Cancer – the uncontrolled growth of abnormal cells in the body – is the cause of nearly 13 percent of all deaths annually. (Over 12 million cancers are diagnosed each year with a corresponding 8 million deaths.) Because of its often unknown direct causes, and its association with suffering and the disfigurement of the human body, cancer is frequently described as a “dreaded” disease, the name itself serving as a metaphor for unchecked disorder and chaos. This course, blending a reading seminar with community-based research, will explore a variety of sociocultural dimensions of cancer, from the epidemiology and demographics of the disease, with a particular focus on how cancer maps on to social inequalities including race and ethnicity, to its cultural history – its rich metaphors, symbols and social connotations. Readings will explore cancer in the US as well as its rising incidence in the developing world. Drawing from medical anthropology, course themes will explore both the possibilities and limitations of an ethnographic approach to mine cancer’s meanings, with special attention placed on the perspective of sufferers and the sociocultural contexts in which the disease occurs. In the community-based research portion of the class, students will carry out their own ethnographic research and/or service-learning projects among different cancer communities in the Inland Northwest. Students will have the opportunity to explore issues such as survivorship, the intersection of cancer with poverty, race, ethnicity and gender/sexuality, cultural aspects of treatment, environmental justice, support groups and advocacy, and health activism. Assessment of student

performance will be determined through short essays, class participation and leadership, and completion of a community ethnography project.

304 Anthropology of Complementary, Alternative and Integrative Medicine 4; not offered 2016-17

Medical systems vary depending on time, space, place, available (and desired) resources, culturally held beliefs, politics, and socioeconomic circumstances. This course explores medical systems – combinations of healthcare philosophies and treatment modalities – from anthropological perspectives. In particular, students will: 1) study complementary and alternative medicine (CAM), a broad category of medical systems that includes Traditional Chinese Medicine, Naturopathy, Chiropractic, and Homeopathy; 2) consider the rising popularity of CAM in North America and how this has (or has not) affected healthcare policy and conventional practice; and, 3) examine who accesses CAM, in what forms, and for what conditions. Second, students will learn how CAM systems are integrated with biomedicine in what is called “integrative medicine” (IM), for diagnoses and treatment plans. Finally, the course will reflect on what anthropology can bring to the study of CAM/IM: how risks and efficacies of CAM therapies are measured and assessed; how patient-provider relationships shift when biomedical and CAM systems are integrated; how standards of practice and provider training and certification are evaluated; and how underserved populations attain and use CAM/IM.

306 Culture, Politics, Ecology 4, x Blavascunas

This seminar examines a range of approaches to the analysis of ecological and social processes, drawing on interpretations of different socio-ecological studies in anthropology and geography. Covers cultural ecology and political ecology. Topics include human/environment relations through the lens of gender, race, class, livelihoods, the topic of nature and nature conservation, local knowledge, resistance and resilience, environmental discourses, social movements and the connections between production and consumption. Students will gain an understanding of how hierarchies, privilege, status and power shape patterns of natural resource use; who and what causes environmental problems; and what the solutions might be. May be elected as Environmental Studies 306 but must be elected as Environmental Studies 259 to satisfy the interdisciplinary course requirement in environmental studies.

308 Music and Technologies of Globalization 3; not offered 2016-17

From Edison’s first phonograph onward through the introduction of radio, “talkie” films, synthesizers, television, cassette, CDs, karaoke, and computers, globalization has been profoundly (and not always positively) shaped by new ways of hearing and reproducing sound. Students will learn to bridge musical, scientific, visual, and critical theoretical analyses in examining the history of innovations in technology and their impact on the circulation of various genres. We will work to identify and interrogate teleological narratives of technological progress by analyzing works critical of technological advancement and applying them in studies of “divergent” developments, such as the copying of contraband rock LPs onto X-ray films in the USSR, the spacecraft Voyager’s global musical cargo, the proliferation of Guitar Hero, and the fetishizing of “vintage” equipment. May be elected as Music 308.

312 Ethnographic Film Studies 4; not offered 2016-17

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 Multimedia Development Lab. *Prerequisite:* Anthropology 102 or consent of instructor.

313 Communism, Socialism, and the Environment 4; not offered 2016-17

In an age where many associate climate change and environmental destruction with capitalism, what can we learn from the history, ideology and practice of socialism and communism? Was communism uniformly destructive to the environment, marked by catastrophes like the Chernobyl meltdown or the nightmarish geoengineering of Three Gorges Dam in China? What are the unexpected environmental surprises or sustainable aspects of the communist experiment, inadvertent as well as purposeful? This course provides both political theory and case studies to examine what was state socialism, the

Communist Party, the experience of living in a Communist country. The course will draw on materials from environmental history, post-socialist anthropology and political ecology to explore the lived realities and utopian projects of communism and socialism. Course draws examples from around the world, including eastern Europe, China, Vietnam, Cuba, Brazil and Tanzania. May be elected as Environmental Studies 313, but must be elected as Environmental Studies 313 to satisfy the social sciences course requirement in environmental studies.

317 Language and Culture

4, x George

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

318 History and Theory in Anthropology

4, x Pribilsky

The course will trace the development conceptually and historically of explanatory theory for sociocultural phenomena from the discipline's origins in classical thought up through the challenges of postmodernism and poststructuralism 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 2016-17

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.

325 The Anthropology of New/Digital Media

4; not offered 2016-17

In this course, we will explore anthropological approaches to the ways in which people use new media to interact, play with language, and construct various identities in a wide range of political and cultural contexts. We will compare popular and scholarly discussions of media to each other and to our own observations of how real people behave online and in other digitally-mediated spaces. May be taken for credit toward the Film and Media Studies major. *Prerequisite:* Anthropology 102 or 317.

327 Anthropology and History

4; not offered 2016-17

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 Denning, 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 2016-17**

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. *Prerequisite:* Anthropology 102 or consent of instructor.

**339 Ethnographic Research and Writing
4; not offered 2016-17**

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.

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

Any current offerings follow.

**347A ST: Language and Nationalism
x, 4 George**

"Language and Nationalism" explores connections between national identity and language planning and standardization. It traces historical precedents, theoretical foundations, and critiques of the idea of "one language, one people." The course also uses ethnographic literature to consider how dominant attitudes about language have been taken up, modified, and contested in nationalist movements and conflicts around the world. May be taken for credit toward the Race and Ethnic Studies major. Distribution area: social sciences.

**347B ST: Decolonizing Methodologies: Ethnography and Indigenous Peoples
x, 4 Thayne**

This course will center on the ethics and politics of conducting fieldwork in Indigenous nations and communities and writing ethnographically about Indigenous peoples. Readings for the course will be from both Indigenous and non-Indigenous ethnographers who write about Indigenous peoples and issues. What are the politics involved in research and writing about Indigenous peoples? What does it mean to be "Indigenous"? Is there such a thing as a native anthropologist? What is the relationship between colonialism, anthropology, and ethnographic writing? How does one decolonize their research methodologies? How does one responsibly do ethnographic research in Indigenous communities? This course will address these and other issues and topics through assigned readings, class lectures, and class discussion. Course assignments will be designed to provide practical preparation for those planning to engage in research in Indigenous communities, and will include coming up with a hypothetical research community and project, writing up a research proposal and abstract, writing mock IRB applications (for both the university and tribal IRBs), a letter to community leaders informing them of the proposed project and seeking necessary permissions for research access, and writing a grant proposal for fieldwork. May be taken for credit toward the Race and Ethnic Studies major. Distribution area: cultural pluralism or social science.

**349 Urban Life: Readings in the Anthropology of Cities
x, 4 Morrissey**

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 non-Western 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.” May be taken for credit toward the Race and Ethnic Studies major.

**358 Social Bodies, Diverse Identities: the Anthropology of Sex and Gender
4; not offered 2016-17**

Sex and gender have been framing, analytical categories throughout the history of anthropology. This course explores why sex and gender are invaluable to understanding the human condition. Yet, “sex” and “gender” are not stagnant categories. Instead, they vary across time, place and researcher. Thus, while considering cross-cultural expressions of sex and gender in the ethnographic record, this course is also designed to examine theoretical developments in the field. May be taken for credit toward the Gender Studies major. *Recommended Prerequisites:* Anthropology 102 or Gender Studies 100.

**360 The Cultural Politics of Science
4; not offered 2016-17**

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. May be elected as Environmental Studies 362, but must be elected as Environmental Studies 362 to satisfy the interdisciplinary course requirement in environmental studies.

**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 or her own choice. *Prerequisite:* consent of instructor.

**490 Applied Theory Seminar
4, x George**

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, Fall 2016: Justin Lincoln (*on Sabbatical, Spring 2017*)

Chair, Spring 2017: Richard Martinez (*on Sabbatical, Fall 2016*)

Michelle Acuff

Charly Bloomquist

Daniel Forbes

Maria Lux

Nicole Pietrantonio (*on Sabbatical, Spring 2017*)

Charles Timm-Ballard

The focus of the 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.

Distribution: Courses completed in art apply to the fine arts distribution area.

Learning Goals: Upon graduation, a student will:

- **Major-Specific Areas of Knowledge**
 - Demonstrate technical skills and processes associated with a wide variety of visual media. Generate images/objects. Interpret the visual language and meanings of art works. Pursue courses of study in both traditional materials/visually based art practices, and conceptually and technologically driven modes of art production.
- **Accessing Academic Community/Resources**
 - Be informed by the critical and formal discourses of the discipline(s).
- **Communication**
 - Interpret and express complex ideas in a wide range of sensorial, visual and verbal forms.
- **Critical Thinking**
 - Acquire creative problem solving skills, and non-linear and abstract-thinking skills. Understand and position endeavors within a cultural and historic framework.
- **Research Experience**
 - Have traveled to New York City for a research trip.

The Art major: A minimum of 35 credits including: two courses from Art 103-115; 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, Art 480, 490; Art History 103, 229, and one course dealing with non-modern art history (e.g. Asian Art, Renaissance Art, Greek and Roman Art, Aesthetics). The completion of Art History 229 is a prerequisite for Art 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.

The Art minor: A minimum of 19 credits including: one Art History and Visual Culture Studies course, one course from Art 103-115, 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.

The P-D-F option may not be used for classes within the art major or minor. Students having entered with a requirement to take Art 110 *Intro to Visual Art Practices* may substitute any of the courses from Art 103-115 in satisfaction of this requirement.

101, 102 Special Projects

2-4

Projects selected by studio art faculty for the beginning student to work in a group in a specific field or topic. *Fee:* required for Ceramics (\$150), Painting (\$120), Photography (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite:* consent of instructor. Any current offerings follow.

103 Foundations: Art and Public Engagement**3; not offered 2016-17**

Art and Public Engagement will introduce students to art making processes and strategies that develop a dialogue with the greater public. This course will ask students to plan and execute public projects in a variety of media including: producing and disseminating printed materials; constructing performative sculptural objects; and live performance. Social Practice, activism, forms of resistance, community building, information gathering and sharing, and participatory art will be explored through lectures, demonstrations, and assignments. *Fee:* \$120.

104 Foundations: Digital Processes and Production**3; not offered 2016-17**

This course explores the use of digital processes in the service of making 2-D images and 3-D objects. Topics include digital image manipulation, vector graphics, 3-D printing, 3-D scanning, 3-D modeling and CNC milling. Students will be encouraged to build connections between these virtual tools and conventional media in an engaging and interdisciplinary studio practice. May be taken for credit toward the Film and Media Studies major. *Fee:* \$175.

105 Foundations: Material Translations: Line, Space, Mass, and Motion**3; not offered 2016-17**

This course provides students with the opportunity to explore specific images or ideas in multiple media, employing both the material and intellectual processes of construction, deconstruction, fragmentation, synthesis, analysis, interpretation, and contextualization, while gaining an understanding of primary studio art concepts, including the principles of design, the visual elements, and creative problem solving strategies. Material Translations will offer students the opportunity to explore themes they may be already exploring in other academic classes through the lens of the visual arts, utilizing basic 2, 3, and 4-dimensional tools for image/idea articulation. Students will also gain an introduction to significant artists' creative productions in their investigation of similar themes. *Fee:* \$150.

106 Foundations: The Transformed Object**3; not offered 2016-17**

This course covers general concepts of 3-D making and leads students to create objects through hands-on experience with material processes. A variety of experimental methods will empower students to think fundamentally about creativity, design, material and space. Instruction will integrate the formal with the conceptual, and the technical with the experimental. This course seeks to make visible a variety of approaches to object making, especially those that reflect a contemporary sensitivity to and experience of materials. *Fee:* \$150.

107 Foundations: The Contemporary Print and Artists' Book**x, 3 Lux**

This course introduces students to both traditional and digital methods of designing, printing, and disseminating prints and artists' books. With an emphasis on foundational design concepts and visual communication, students explore the relationship between text and image through broadsides, posters, and a variety of book structures. Students will create and analyze prints and books through hands-on studio work, group and individual critiques, and the study of the cultural and historical significance of prints and books. *Fee:* \$150.

108 Foundations: Approaches in Abstract Painting**x, 3 Martinez**

This studio course will focus on providing students a strong foundation in various approaches to making abstract paintings and considering meaning in them. Students will become familiar with numerous techniques and variations of oil painting media, from gestural abstraction, hard edge painting, abstraction from the figure and landscape, and pure non-objective abstraction. A strong emphasis will also be placed on discovering how abstract painting functions in culture, both historically and in contemporary times. Students will work with painting concepts, skills, and materials with the use of oil paint and oil mediums. The course will explore color, spatial issues, form, paint handling, and idea development as it relates to abstraction. Group critiques involve articulation of terms and ideas. *Fee:* \$120.

**109 Foundations: Optical Imaging
x, 3 Bloomquist**

Using cameras and scanners to gather images, students will explore composition and color. Assignments will emphasize framing and editing within traditional camera formats, with attention to the rule of thirds and the golden ratio. The gray scale and hue, saturation, and luminance will be addressed using image manipulation software. Weekly readings will address cultural consumption of photographic images. Images produced by students will be critiqued to consider how they are constructed and how they might be read. This class will be open to all Whitman students. May be taken for credit toward the Film and Media Studies major. *Fee:* \$150.

**111 Foundations: Color Constructs
3; not offered 2016-17**

This course will examine color theory primarily from the perspective of studio art with the intention of building color acuity and an understanding of the constructs artists have used to organize color perception. Through lecture, demonstration, practice, and critique, we will develop the ability to use color in two and three-dimensional forms as a complex language in and of itself. We will also examine the history of color theory and its relationships to other disciplines in and outside of studio arts. *Fee:* \$120.

**113 Foundations: Object Memory: Unearthing Material, Form, and Context
3; not offered 2016-17**

In this course students will explore notions of 'objective history' and 'objective memory' by attending to the ways in which certain objects (for instance monuments and memorials, but also more general architectures and artifacts) are made to remember the past for us. The remembered past is inevitably a partial past—both in the sense of being incomplete, and in the sense of serving certain interests. Through individual and group research projects we will excavate as-of-yet buried pasts, and through the development of a broad range of theoretical and practical art-making skills we will learn how to render these histories/memories in and through objects. Themes of sculptural *material*, *form*, and *context* will be of special interest throughout. Students will be introduced to and receive instruction in a variety of sculptural methods, including but not limited to woodworking, metal-fabrication, plaster casting, and carving. In addition to the research projects mentioned above, students will be expected to participate in individual and group critiques. *Fee:* \$150.

**114 Foundations: Maker Spaces and Culture
3, x Lincoln**

A critical mass of professional and amateur artists, engineers, crafters, programmers, and entrepreneurs is redefining how things are "made" in contemporary culture. The community of "Makers" thrives on democratic educational practices and hands on, socially oriented experiences that have a measurable cultural impact. This interdisciplinary arts studio/laboratory provides a gentle introduction to contemporary tools, techniques, and philosophies used by the "Maker" community to realize ambitious creative projects. 3-D printing, laser cutting and tangible computing with Arduino micro controllers will provide a base of knowledge and skills upon which students will expand in several group projects. Students at all levels of experience are encouraged to register. May be taken for credit toward the Film and Media Studies major. *Fee:* \$175.

**115 Beginning Drawing
3, 3 Lux**

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:* \$100.

**123 Beginning Darkroom 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:* \$200.

125 Beginning Digital Photography **3, 3 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, students will participate in a group show of their works. Two two-hour studio sessions per week. *Fee:* \$175.

130 Beginning Ceramics **3, 3 Timm-Ballard**

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.

160 Beginning Sculpture **3, 3 Acuff**

This course acquaints students with a set of materials, texts, and critical discourses that articulate the historical and contemporary concerns of sculpture. Guided by formal and conceptual considerations, students generate sculptural objects and installations in a variety of media. Lectures, readings, discussions and critiques surround and foster the hands-on making process. *Fee:* \$150.

167 Beginning Painting **3, 3 Fall: Timm-Ballard; Spring: Martinez**

Beginning Painting focuses on providing students a strong foundation of painting concepts, skills, and materials with the use of oil paint and oil mediums. These courses explore color, form, paint handling and emphasize image content, visual language, and idea development. A diverse range of approaches to creating paintings is offered. Group critiques involve articulation of terms and ideas. *Fee:* \$120.

170 Beginning Printmaking **3, x Pietrantonio**

Beginning Printmaking provides students with a basic understanding of the processes, concepts, and issues that inform contemporary printmaking. Students develop a broad range of both traditional and digital printmaking skills alongside an awareness of print media's historical and cultural significance. Students create and analyze prints through hands-on studio work, group and individual critiques, and examination of prints from a variety of cultural, conceptual, and historical standpoints. As the semester progresses, students will gain experience in the creative and expressive possibilities of the printed image in contemporary artistic practice. *Fee:* \$150.

180 Beginning New Genre Art Practices **3, 3 Fall: Lincoln; Spring: Staff**

This course serves as an introduction to new artistic possibilities in today's networked digital environment. Through exploratory practice students will gain familiarity with a range of topics such as internet culture, basic programming, and visual and audio re-mix. Other topics may include data visualization, performance art, and interactivity. Emphasis is placed on personally and socially meaningful experimentation. Instruction includes theme-based discussions and readings, video screenings, demonstration of software and hardware, and a series of assigned arts-based problems. *Fee:* \$150.

201, 202 Special Projects **2-4**

Projects selected by studio art faculty for the intermediate student to work in a group in a specific field or topic. *Fee* required for Ceramics (\$150), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite:* consent of instructor. Any current offerings follow.

215 Intermediate Drawing**3, 3 Lux**

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:* Art 115 or consent of instructor. *Fee:* \$100.

221, 222 Intermediate Independent Study**2-3, 2-3 Staff**

Intermediate-level independent study within the areas of printmaking, ceramics, drawing/painting, new genre art forms, photography, sculpture, or other studio art practices at the intermediate level, under the supervision of one or more studio art faculty. *Prerequisites:* Art 115, and the beginning course in the area that the independent study is proposed and consent of supervising instructor. *Fee:* required for Ceramics (\$150), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150).

223 Intermediate Darkroom 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: Art 123 or consent of instructor. Offered every other year. *Fee:* \$200.

225 Intermediate Digital Photography**3; not offered 2016-17**

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. *Prerequisite:* Art 125 or consent of instructor. Offered every other year. *Fee:* \$175.

230 Intermediate Ceramics**3, x Timm-Ballard**

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:* Art 130 or consent of instructor. *Fee:* \$150.

260 Intermediate Sculpture**3, x Acuff**

This course builds upon previous foundational experience with sculptural materials and design, placing greater emphasis on the ideas that shape the way objects and spaces are made, interpreted and valued. Exploration into the non-traditional formats of installation, performance, video, collaboration and social practice further situates student work within the landscape of contemporary sculptural practice. *Prerequisite:* Art 160 or consent of instructor. *Fee:* \$150.

267 Intermediate Painting**x, 3 Martinez**

Designed to follow Beginning Painting for students to develop further experience in painting. Painting techniques in oil paint, and oil mediums. The course continues to develop skills from beginning painting, and introduces students to development of personal style and imagery. Students are encouraged to engage with an awareness of historical and contemporary approaches to painting. Group critiques and discussions involve articulation of terms and ideas. *Prerequisite:* Art 167 or consent of instructor. *Fee:* \$120.

270 Intermediate Printmaking**3, x Pietrantonio**

Intermediate Printmaking provides students with a deeper understanding of the processes, concepts, and issues that inform contemporary printmaking. Working with a variety of print methods, we consider how the print can be incorporated into a diverse studio practice. As the semester progresses, the class focuses on both technical and conceptual issues in print. Students will gain experience in the creative and expressive possibilities of printmaking and develop a personal vocabulary with the media. *Prerequisite:* Art 170 or consent of instructor. *Fee:* \$150.

280 Intermediate New Genre**3, x Lincoln**

This course builds and expands on themes and skills developed in the Beginning New Genres course. Topics covered may include online identity, web design, 3-D printing, game design, and installation art. In this interdisciplinary class emphasis is placed on personally and socially meaningful experimentation. Instruction includes theme-based discussions and readings in contemporary art, video screenings, demonstration of software and hardware, and a series of assigned arts-based problems. *Prerequisite:* Art 180 or consent of instructor. *Fee:* \$150.

301, 302 Special Projects**2-4**

Projects selected by studio art faculty for the advanced student to work in a group in a specific field or topic. *Fee:* required for Ceramics (\$150), Painting (\$120), Photography (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite:* consent of instructor. Any current offerings follow.

315 Advanced Drawing**3, 3 Lux**

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. May be repeated for credit. Two two-hour studio sessions per week. *Prerequisite:* Art 215 or consent of instructor. *Fee:* \$100.

321, 322 Advanced Independent Study**2-3, 2-3 Staff**

Advanced-level independent study within the areas of printmaking, ceramics, drawing/painting, new genre art forms, photography, sculpture, or other studio art practices at the advanced level, under the supervision of one or more studio art faculty. *Prerequisites:* Art 15, and an intermediate course in the area that the independent study is proposed and consent of supervising instructor. *Fee:* required for Ceramics (\$150), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150).

323 Advanced Darkroom Photography – Alternative Processes**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 addition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week. *Prerequisite:* Art 223 or consent of instructor. Offered every other year. *Fee:* \$200.

325 Advanced Digital Photography**3; not offered 2016-17**

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:* Art 225 or consent of instructor. Offered every other year. *Fee:* \$175.

330 Advanced Ceramics**3, x Timm-Ballard**

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. May be repeated for credit. Two two-hour studio sessions per week.

Prerequisite: Art 230 or consent of instructor. *Fee:* \$150.

360 Advanced Sculpture**3, x Acuff**

This course demands greater focus and personal initiative in the generation of work that resonates with contemporary sculptural materials, themes and ideas. Students should be prepared to tackle bigger technical and conceptual challenges, in service of the development of a maturing artistic vision and voice. *Prerequisite:* Art 260 or consent of instructor. *Fee:* \$150.

367 Advanced Painting**x, 3 Martinez**

Advanced Painting concentrates on the development of a personal direction and creating a cohesive series of work. Students are challenged to create work that maintains a broad awareness of historical, contemporary, and cultural issues. Cross-disciplinary directions are encouraged if appropriate to the student's ideas, both in material use and/or content of work. Regular readings and group discussions are part of the course. May be repeated for credit. *Prerequisite:* Art 267. *Fee:* \$120.

370 Advanced Printmaking**3, x Pietrantonio**

This course builds upon the foundation developed in the Beginning and Intermediate courses and emphasizes an advanced technical and conceptual engagement with printmaking. Emphasis is placed on finding an individual studio direction through research, exploration of content, and ongoing critique. As the semester progress, students develop a personal vocabulary with the media and are encouraged to consider how the print can be incorporated into a diverse studio practice. May be repeated for credit. *Prerequisite:* Art 270 or consent of instructor. *Fee:* \$150.

380 Advanced New Genre**3, x Lincoln**

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, and film screenings. Students independently complete and present at least one larger scale artwork in a new genre format. *Prerequisite:* Art 280 or consent of instructor. *Fee:* \$150.

480 Senior Studio Seminar**3, x Pietrantonio**

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. Two two-hour studio sessions per week.

Prerequisite: Art History 229, Art 115, and an advanced-level class in the area of concentration. *Fee:* \$100.

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

Open only to senior studio art majors except those registered for 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. Two two-hour studio sessions per week. *Prerequisite:* Art 115 and 480, and an advanced-level course in the student's area of concentration. *Fee:* \$100.

498 Honors Thesis**x, 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. *Prerequisite:* admission to honors candidacy.

Fee: matches fees associated with advanced class in area of concentration.

Art History and Visual Culture Studies

Chair: Matthew Reynolds

Dennis Crockett

Krista Gulbransen

Lisa Uddin (*on Sabbatical, Spring 2017*)

Affiliated Faculty:

Jessica Cerullo, Theatre (*on Sabbatical, Spring 2017*)

Thomas A. Davis, Philosophy

Julia Ireland, Philosophy

Elizabeth Miller, General Studies

Kathleen J. Shea, Environmental Humanities/Classics

Akira R. Takemoto, Japanese

Elizabeth Vandiver, Classics

The discipline of art history and visual culture studies 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 visual studies will have to complete 36 credits to fulfill the requirements for the art history and visual culture studies major.

Distribution: Courses completed in art history and visual cultural studies apply to the fine arts or humanities distribution areas, and to cultural pluralism as indicated.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- Demonstrate an ability to critically situate artists, movements, artworks, artifacts, exhibitions and other visual practices within larger historical frameworks.
- Demonstrate a familiarity with the historiography of the study of visual texts and artifacts.
- Demonstrate a facility with contemporary cross and interdisciplinary approaches to the study of visual texts and artifacts.
- Understand the interconnectedness of cultural production across different geographic and historical contexts.

- **Accessing Academic Community/Resources**

- Retrieve and evaluate relevant resources from libraries, databases, archives and collections.

- **Communication**

- Express ideas cogently through forms of oral and written communication, including visual analyses, in-class presentations, reviews, curatorial texts, research papers and examinations.

- **Critical Thinking**

- Synthesize, assess and apply existing scholarship to the study of visual texts and artifacts.
- Analyze visual texts and artifacts through their socio-political roles, cultural and market values, materiality, iconology, aesthetics and ethics.

- **Research Experience**

- Generate original analyses of artists, movements, artworks, artifacts, exhibitions and other visual practices based on primary and secondary sources.

The Art History and Visual Culture Studies major: A minimum of 36 credits, including Art History 103, 299, 490, at least one 300-level course and one non-Western 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 two semesters, is a two-hour oral exam that focuses on coursework in the major completed at Whitman.

Honors in the major: Students do not apply for honors. Honors in Major Study will be conferred to students who: 1) receive an A- or higher in Senior Thesis (Arth 493), 2) pass the senior assessment with distinction; and 3) attain a 3.30 cumulative gpa and a 3.50 major gpa by graduation. The department will notify the Registrar's Office of students attaining Honors in Major Study by the third week in April for spring honors thesis candidates, and students' registration will then be changed from Senior Thesis to Honors Thesis (Arth 498). Two copies of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.

The Art History and Visual Culture Studies minor: A minimum of 18 credits, including Art History 103 and 299. 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 and visual culture studies major with an art studio 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

it has been approved by the art history and visual culture studies department. The P-D-F option may not be used for the major or minor.

103 Introduction to Art History and Visual Culture Studies

4, 4 Fall: Gulbransen, Uddin; Spring: Miller, Reynolds

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.

210 Museums and The Politics of Display

x, 4 Gulbransen

This course is designed to introduce students to the museum as a social institution that produces value, organizes material culture, and structures knowledge. An exploration of the ways in which museum display can augment and/or alter the meanings and functions of objects will be central to the class. Students will examine the birth of the museum in 18th century Europe as a product of Enlightenment values and imperial ambitions. Using historical and contemporary examples from Britain, France, and the United States, students will research and critique shifting collecting and exhibition philosophies. The class will explore the following topics (and more) as they relate to the rhetoric of display: identity formation, race and gender politics, memory and history, ethnography and social taxonomy, “non-Western” art in Western museums, repatriation of objects, sacred art in secular spaces, narrative constructions and claims of historical veracity, and the modern encyclopedic museum. The course is based on student presentations and discussion, with various written assignments and/or exams. *Prerequisite:* Art History 103.

218 Renaissance Art Reconsidered

4, x Crockett

The renaissance is probably the most permanently fixed and most universally celebrated art historical period. For centuries, hordes of art historians have sung the praises of the Italian artists of the 15th and 16th centuries and their stylistic development. However, over the past 30 years a growing number of historians have abandoned art history’s celebratory mode in order to call into question the traditional geographical, chronological, and social boundaries of Europe’s “renaissance.” This course is based on this recent scholarship. Its focus is on the visualization of authority, wealth, and new forms of devotion throughout Western Europe during the three centuries following the Sack of Constantinople (1204). Two papers/presentations and two exams.

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.

226 Landscape and Cityscape in Ancient Rome

4; not offered 2016-17

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this course we will explore how the realms of urban, rural, and wild were articulated in Roman culture, conceptually and materially. We will investigate both how the Romans conceived of the relationship between the built environment of urban space and the natural environment that supported and surrounded it and how they dealt with the real ecological problems of urban life. Central to our study will be an examination of the ways in which the rural and the wild were simultaneously the “other” and a fundamental aspect of Roman self-identity and memory. Ancient authors that we will read in this course may include Cicero, Vergil, Livy, Horace, Ovid, and Vitruvius. May be elected as Classics 319 or Environmental Studies 319.

228 Modern Art: 1874-1945**4; not offered 2016-17**

This course approaches the history and historiography of Modern Art as problems in need of re-evaluation. 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:* Art History 103.

229 Art Since 1945**4, x 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 Postmodernism, 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:* Art History 103.

230 The Social Life of Photography**x, 4 Reynolds**

This course will explore the importance of photography to our collective history. Through careful analysis of specific images alongside an overview of the medium's aesthetic, technological and ideological turns, students will be introduced to a broad range of topics, including (but not limited to): the photograph's use as a means of documentary and artistic expression; significant photographic movements, markets and publics; theories and debates surrounding reproduction and truth claims; photography's affiliation with other modes of cultural production. Students will develop a critical toolkit for analyzing the modern world vis-à-vis this vital medium.

235 Race and American Visual Culture**4, x Uddin**

This course examines visual constructions of race in American art, science and popular culture. Students consider how visual images, media and practices have shaped ideas and experiences of race in the industrial and post-industrial United States. Key questions include: What is the relationship between race and visual representation? How are acts of looking racialized? What role does a medium play in racialization? Topics for consideration may include race as a signifying system, the taxonomic gaze, racial performance and caricature, imaging racial justice, and post-racial visual culture. Students develop theoretical vocabularies, historical contexts and visual literacy skills for analyzing race in contemporary America. Lecture-based with papers, projects, presentations and exams. *Recommended Prerequisite:* Art History 103.

237 Theory and Performance**4; not offered 2016-17**

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. May be elected as Theatre 357.

240 Heidegger and Architecture**4; not offered 2016-17**

With their emphasis on place-making, Martin Heidegger's later essays, "Building Dwelling Thinking," "Poetically Man Dwells, and "The Thing," have informed the work of a generation of architects. This seminar uses Heidegger as a touchstone for exploring the relationship between space and dwelling, placing these essays into dialogue with Bachelard's *The Poetics of Space*, Tanizaki's *In Praise of Shadows*, and Rybczynski's *The Most Beautiful House in the World*, as well as the work and writings of contemporary architects. The seminar is writing intensive and highly collaborative, and will include biweekly papers and responses, and a final portfolio design project and seminar presentation. May be elected as Philosophy 302. *Prerequisite*: Philosophy 202 or consent of instructor.

243 Buddhist Art in Asia**4, x Gulbransen**

This course presents an overview of Buddhist art and architecture, beginning with its origins in South Asia and tracing its dissemination into East and Southeast Asia. A variety of media will be examined and interpreted within the context of Buddhist religious practice, regional artistic traditions, and shifting religious doctrine. Topics including the origin of the Buddha image, pilgrimage and modes of worship, Buddhist iconography, and the intersection of Buddhist religion and politics will be discussed. Several short papers, presentations, exams, and class participation are required. *Recommended prerequisite*: Art History 103.

246 The Art of India**4; not offered 2016-17**

This course presents an overview of the art and architecture of the Indian subcontinent spanning roughly 5,000 years of history, from the Indus Valley Civilization to the 21st century. Particular emphasis will be placed on the study of objects and sites in their religious, cultural, political, and historical contexts. Topics addressed in the class include (but are not limited to) the origin of the Buddha image, the function of erotic sculpture in religious contexts, ritual practice and sacred space, trends in patronage, cultural exchange between Muslim and Hindu courts in the medieval and early modern era, methods of art collecting and display, the impact of British imperialism on artistic production in India, the importance of visual culture in the Indian nationalist movement, and the tension between tradition and globalization in the contemporary art of South Asia. Several short papers, presentations, exams, and class participation are required. *Recommended prerequisite*: Art History 103.

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 2016-17**

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.

253 Art and the Moving Image**4; not offered 2016-17**

This course will explore the vital and often overlooked history of artists experimenting with technologies of the moving image from the birth of cinema to the present day. Pioneering figures like Marcel Duchamp and Andy Warhol used filmmaking as an important part of their practice. Later, the advent of video provided a new tool of expression for artists like Nam June Paik and Bruce Nauman. Topics will include the use of film as a means to expand an individual artist's toolkit, groups and collectives experimenting with film and video, the emergence of video as a device to question political and sexual ideologies, and the explosion of new forms of image production and distribution in the digital era. Figures to be discussed include Hans Richter, Maya Deren, Jack Smith, Bruce Conner, Stan Brakhage, Yvonne Rainer, Hollis Frampton, Bruce and Norman Yonemoto, Alice Bag, Mike Kelley, and Ryan Trecartin. A weekly screening is required. The class will agree on a set time during the first class meeting. Screenings will typically last no more than 1 hour. *Prerequisite:* Art History 103 or consent of instructor.

257-260 Topics in Visual Cultural Studies**2 or 4**

Any current offerings follow.

257 ST: Romanticisms in Germanic Europe**2, x Crockett**

German Romanticism was more than moody paintings of Gothic ruins in the snow. This half-semester-long course will study the contradictory concepts of Romanticism in Germanic Europe between the mid-18th and mid-19th centuries. Romanticist artists needed to live like monks in Italy. And they needed to live close to the Germanic soil. Romanticism fed the desire for unity, democracy, and peace. And Romanticism fed the desire for unity, empire, and the destruction of France. And Romanticism fed the desire for the preservation of regional particularism. May be taken for credit toward the German Studies major. *Recommended prerequisite:* Art History 103. Distribution area: fine arts, humanities, or cultural pluralism.

259 ST: German Architecture & Design**First-half of Spring semester; x 2 Crockett**

A half-semester study of the transformations in design theory and production from the 18th century to the 1920s. At the start of this period, German designers and their patrons faithfully embraced ideas developed in Paris and London. By the end of the 19th century German designers and design firms were attracting international attention. The Werkbund, established in 1907, brought together designers, theorists, and industrialists to discuss and produce factories, public housing, suburban housing developments, interior designs, etc. that benefitted both labor and industry. These concerns were brought to greater realization in the 1920s when they were embraced (in varying degrees) internationally. One research project /presentation/paper. This course will meet during the first seven weeks of the semester. Recommended prerequisite: Art History 103. Distribution area: fine arts or humanities.

291, 292 Individual Projects**2 or 4, 2 or 4 Staff**

Projects designed by the student and under supervision of a professor that expand upon a completed 200- or 300-level course. *Prerequisites:* a 200- or 300-level art history course in the area of the project, and consent of the supervising instructor.

299 Research and Writing in Art History and Visual Culture Studies**x, 4 Reynolds**

This class will consider historical and contemporary approaches to works of art and visual culture. Students will study different methods for understanding visual texts and apply these methodologies through short research and writing projects. Required for the major and minor in Art History and Visual Culture Studies. *Prerequisites:* Art History 103.

350 Architectural History of Walla Walla**x, 4 Crockett**

This seminar will focus on the physical development and transformation of the Whitman campus and the city of Walla Walla, and the social, economic, and theoretical factors that determined this growth. Emphasis will be placed on the first

decade of both the 20th and 21st centuries. Among the big questions to be addressed: architecturally, has Whitman's development and transformation been typical of American campuses? Do the campus and city retain any of the long-range goals established by John C. Olmsted in 1906? Why do we have 2 big-city skyscrapers? Why is Maxey Hall so ugly? Why is there a building called "Die Brücke"? Students will conduct archival research on individual buildings, monuments, and plans, and present their findings throughout the semester. *Prerequisite:* Art History 103.

351 Los Angeles: Art, Architecture, Cultural Geography

4, x 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 2016-17

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.

354 Race, Ethnicity, and the Urban Imaginary

4; not offered 2016-17

This seminar examines how differences of race and ethnicity have shaped the urban American imagination, from the nineteenth century to present day. Our studies will approach U.S. cities as visual cultures by considering a range of visual forms and practices that are familiar to urban space and its experience (e.g., realist painting, documentary photography, architecture and planning, crime film and TV, surveillance, advertising). Combining readings in urban studies with art, architectural and film history, and primary historical and visual texts, we will investigate how cities have become visual sites of racial and ethnic identity formation, and how cities themselves have become "racialized" through specific representations. Particular attention will be paid to the politics and aesthetics of urban decline and renewal in various industrial and postindustrial contexts, and how race and ethnicity have intersected with class, gender and sexuality in cityscapes. Discussion-based, with presentations/papers. *Prerequisite:* Art History 103 or consent of the instructor.

355 German Visual Culture: 1871-1933

4; not offered 2016-17

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.

356 The Taj Mahal and Beyond: The Art and Architecture of Mughal India

4, x Gulbransen

This class explores the art and architecture of the Mughal dynasty in South Asia, from the origins of the empire in the sixteenth century to the mid-nineteenth century, when British forces exiled the last Mughal ruler. Manuscript and album

paintings, palace and tomb architecture, jewelry, enameled weaponry, and elaborate textiles will all be interpreted within the context of Mughal politics, Islamic doctrine, art workshop structures, and pre-existing aesthetic traditions in South Asia and the broader Islamic world. Topics examined include (but are not limited to) public space and imperial propaganda, art objects in networks of gift exchange, artistic and cultural exchange between Mughal and contemporary Rajput courts in Rajasthan and the Himalayan foothills, and the impact of the British presence on Indian visual culture. Various written assignments, presentations, and class discussion are required. May be taken for credit toward the Asian and Middle Eastern Studies major. *Prerequisite:* Art History 103 or 246, or consent of instructor.

357 Art of Colonial India

4; not offered 2016-17

This seminar examines the impact of European colonial expansion on the art and architecture of South Asia between 1750 and 1947, when India and Pakistan gained independence from British control. Although multiple colonial powers were present in India beginning in the early sixteenth century, a study of the British Empire in South Asia will be the primary focus of this course. Paintings, photographs, buildings, monuments, and other objects produced by both indigenous and European artists will be considered. This course explores the ways in which visual forms engaged with imperial ideologies, either promoting or resisting Western presence in India. Issues including race, gender, religion, class/caste, and the politics of display will be addressed as they relate to artistic production in this period. Various written assignments, presentations, and class discussion are required. May be taken for credit toward the Asian and Middle Eastern Studies major.

Prerequisite: Art History 103 or 246, or consent of instructor.

358-360 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. Any current

421, 422 Individual Projects

2 or 4, 2 or 4 Staff

Projects designed by senior Art History & Visual Culture Studies majors under the supervision of a professor. *Prerequisite:* consent of supervising instructor.

490 Senior Seminar in Art History

4, x Uddin

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

4, x Staff

Open only to senior art history and visual culture studies 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. *Prerequisite:* approval of a proposal submitted to the Art History and Visual Culture Studies Department.

498 Honors Thesis

x, 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. *Prerequisite:* admission to honors candidacy.

Asian and Middle Eastern Studies

Director: Brian Dott, History	Qiulei Hu, Chinese (<i>on Sabbatical, Fall 2016</i>)	Jonathan S. Walters, Religion (<i>on Sabbatical, 2016-2017</i>)
Jakobina Arch, History (<i>on Sabbatical, Fall 2016</i>)	Charles McKhann, Anthropology (<i>on Sabbatical, 2016-2017</i>)	<i>Affiliated Faculty:</i>
Melisa S.L. Casumbal-Salazar, Politics (<i>on Sabbatical, Spring 2017</i>)	Lauren Osborne, Religion	Shampa Biswas, Politics
Tarik Elsewi, Film and Media Studies	Elyse Semerdjian, History (<i>on Sabbatical, 2016-2017</i>)	Gaurav Majumdar, English
Krista Gulbransen, Art History and Visual Cultural Studies	Yukiko Shigeto, Japanese	<i>Adjunct Language Faculty:</i>
Donghui He, Chinese	Akira R. Takemoto, Japanese	Hitomi Johnson, Japanese
		Wencui Zhao, Chinese

The Asian and Middle Eastern Studies Program (AMES) aspires to create a better understanding of Asian and Middle Eastern 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. Guidance will be provided by an adviser chosen from among the faculty who regularly offer Asia and Middle East-related courses.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Identify and interpret important ideas, assumptions, and debates that are central to the study of Asia and the Middle East.
 - Develop an interdisciplinary approach to understanding and engaging in discussions about issues in the field of Asian and Middle Eastern Studies.
- **Accessing Academic Community/Resources**
 - Comprehend, digest, and analyze scholarly works with attention to the author's thesis, methodology, structure of argument and use of evidence.
- **Critical Thinking**
 - Develop skills of critical analysis that are broadly transferable.
 - Analyze issues with a variety of tools and approaches from a range of disciplines.
- **Research Experience**
 - Conduct a substantial academic inquiry about a focused research question, demonstrating a depth of understanding of a research area, the mastery of relevant methods, and a capacity to generate substantive results in the form of a senior thesis.

The Asian and Middle Eastern Studies major: The major consists of 53 credits divided into the following areas: language courses (16 credits), required courses (9 credits), concentration courses (usually 12 credits) and elective courses (16). Students must take classes covering at least two regions (see below), with all three regions being strongly encouraged. No more than 17 credits earned in off-campus programs or transfer credit, and no more than 4 credits in independent study may be used to fulfill major requirements.

Language Courses: AMES majors must complete two years of a language at Whitman, or the equivalent (16 credits). 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. Language beyond the second year is strongly encouraged and can be used to fulfill elective credits. Taking course work in an additional language, if approved by the AMES faculty (see below), can also be used to fulfill elective credit. While students are not required to study abroad, this is highly encouraged.

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

Concentration Courses: Three courses at the 300 or 400 level from at least two disciplines (typically 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. Independent study and language classes cannot be used to fulfill the concentration. The proposed concentration and list of classes for the major must be submitted to the AMES faculty by the end of the week following Thanksgiving break in the fall semester of the junior year. The proposal must include a title, the names of the three proposed classes for the concentration, an explanation of how the courses fit together and complement each other, a statement about the student's methodological preparation to pursue the concentration, and a list of the rest of the classes for the major. As appropriate, the AMES faculty may require a student to take a non-AMES disciplinary introductory or methods course (this could count as elective credit towards the major).

Elective Courses: AMES majors must complete at least 16 credits of elective courses, of which at least 8 must be above the 100 level. These courses complement the concentration, such that, in combination the student has worked in three disciplines and two geographic areas.

Capstone: A senior seminar (3 credits) in the fall, in which students expand on themes and ideas about the study of Asia and the Middle East, and formulate a thesis topic based on a firm foundation of methodological and theoretical discussions; followed by completion of thesis (2 credits) in the spring. Senior assessment consists of an oral defense of the thesis.

Most of the classes which count towards the Asian and Middle Eastern Studies major are offered through other departments (see list below). These courses can be broadly divided into three geographic areas (identified after each course): 1. East Asia 2. South/Southeast Asia 3. Middle East/Islamic World

- Anthropology 219 *Chinese Religion* (1)
 Anthropology 257 *Chinese Society and Culture* (1)
 Anthropology 258 *Peoples of the Tibeto-Burman Highlands* (1)
 Art History 243 *Buddhist Art in Asia* (1, 2)
 Art History 246 *The Art of India* (2)
 Art History 248 *Ways of Seeing: Japanese Art and Aesthetics* (1)
 Art History 356 *The Taj Mahal & Beyond: The Art & Architecture of Mughal India* (2)
 Art History 357 *Art of Colonial India* (2)
 Asian and Middle Eastern Studies 200 *Summer Seminar in Chinese Studies* (1)
 Asian and Middle Eastern Studies 315/World Literature 315 *Between History and Fiction: Classical Chinese Narrative* (1)
 Chinese 210 *Conversational Chinese II (summer)* (1)
 Chinese 305, 306 *Third-Year Chinese* (1)
 Chinese 310 *Conversational Chinese III (summer)* (1)
 Chinese 405, 406 *Fourth-Year Chinese* (1)
 Chinese 417 *Walk the Walk: Chinese-English Translation Workshop* (1)
 Chinese 472 *ST: Walking the Talk: Chinese English Translation* (1)
 Chinese 491, 492 *Independent Study in Chinese Language* (1)
 Film and Media Studies/Religion 307 *Mediating Religions*(3)
 Film and Media Studies 345 *The Middle East in Cinema & Media* (3)
 History 109 *East Asian History to 1600* (1)
 History 110 *East Asian History 1600 to the Present* (1)
 History 127 *Islamic Civilization I: The Early and Medieval Islamic World* (3)
 History 128 *Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat* (3)
 History 235 *Arab Spring* (3)
 History 241 *Early Japanese History* (1)
 History 247 *Early Chinese History* (1)
 History 248 *Topics in Asian History* (1)
 History 300 *Gender in Chinese History* (1)
 History 305 *World War I: Nationalism, Genocide, and the Imperial Mappings of the Modern Middle East* (3)
 History 323 *ST: The Middle East in Graphic Novels: History, Politics and the Tragic Comic* (3)
 History 325 *Women and Gender in Islamic Societies* (3)
 History 344 *China in Revolution* (1)
 History 346 *Modern Japanese History* (1)
 History 348 *Horseriders and Samurai: Comparisons in Early Modern East Asia* (1)
 History 349 *Topics in Asian History* (1)
 History 490 *Seminar in Asian History* (1)
 Japanese 305, 306 *Third-Year Japanese* (1)
 Japanese 405, 406 *Fourth-Year Japanese* (1)
 Japanese 491, 492 *Independent Study in Japanese Language* (1)
 Japanese 491, 492 *Independent Study in Japanese Calligraphy* (1)
 Japanese 491, 492 *Independent Study in Japanese Tea Ceremony* (1)
 Politics 207 *Islam and Politics* (3)
 Politics 225 *Introduction to Indigenous Politics* (2)
 Politics 236 *Concepts of the Political in Southeast Asia: An Introduction* (2)
 Politics 303 *Gender and Feminism in Southeast Asia* (2)
 Politics 337 *Globalizing Southeast Asia* (2)
 Politics 359 *Gender and International Hierarchy* (1,2, 3)
 Religion 207 *Introduction to Islam* (3)
 Religion 217 *Qur'an* (3)
 Religion 221 *South Asian Religions I: The Formative Period* (2)
 Religion 222 *South Asian Religions II: The Classical Period* (2)
 Religion 250 *Buddhist Civilizations in Asia I: South and Southeast Asia* (2)
 Religion 251 *Buddhist Civilizations in Asia II: Central and East Asia* (1)
 Religion 307/Film and Media Studies 307 *Mediating Religions*(3)
 Religion 310 *Hearing Islam* (3)
 Religion 321 *Islamic Mysticism* (3)
 Religion 347 *The Buddha* (2)
 World Literature 217 *Gender and Sexuality in Pre-modern Chinese Society and Literature* (2)
 World Literature 222 *Introduction to Modern Japanese Literature and Culture* (1)
 World Literature 301 *Chinese Literature and Film Adaptation* (1)
 World Literature 312 *Solitude and Literary Imagination* (1)

World Literature 315/Asian and Middle Eastern Studies 315
Between History and Fiction: Classical Chinese Narrative
(1)

World Literature 322 *Eccentric Monks and Hermits in Japan*
(1)

World Literature 325 *Imagining Community Through*
Contemporary Japanese Fiction and Film (1)

World Literature 328 *Haiku and Nature in Japan* (1)

World Literature 330 *Introduction to Chinese Film* (1)

World Literature 338 *Undoing the Japanese National Narrative*
through Literature and Film (1)

World Literature 343 *Women Writers in Imperial China: In*
Search of the "Real" Female Voice (1)

World Literature 349 *China through the Cinematic Eye* (1)

World Literature 359 *A Brave New World: Contemporary*
Chinese Literature (1)

160 Introduction to Asian and Middle Eastern Studies **x, 4 Gulbransen**

Taught by an Asian and Middle Eastern 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 and Middle Eastern 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 and Middle Eastern studies 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 and Middle Eastern studies field today.

200 Special Topics: Summer Seminar in Chinese Studies – History of Ethnic Interactions in Yunnan **2, offered summer 2017**

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.

This course is a general introduction to the history of peoples in Yunnan. Yunnan is the most ethnically diverse province in China and one of the last to be put under central administrative jurisdiction. In the course we will examine interactions between different ethnic groups in Yunnan from the Qing dynasty (1644-1911) up to the present through reading both primary and secondary sources. Classroom work will be supplemented with field trips to important cultural and historic sites in Kunming and in the northwest part of the province. In addition, classes and field trips will include lectures and discussion of general trends in Chinese history from late imperial times up to the present. *Prerequisite:* admission to the Whitman Summer Studies in China program. Distribution area: cultural pluralism or social science.

201-204 Special Topics: Intermediate Level

4

The course explores selected topics in Asian and Middle Eastern studies at the intermediate level. Any current offerings follow.

221 Silk Roads Field Course

2; not offered 2016-17

This course looks in depth at selected sites along the silk roads of Asia, both in the classroom and during a field trip. One hour per week throughout the semester, and a field trip to Asia over the spring break. Students will explore the past and current situations of specific sites to be visited during the field trip through pre-trip readings and research presentations, keep a detailed journal during the field trip, and give a multimedia or poster-style presentation of a researched aspect of the trip to the college community near the end of the semester. Students must apply for the course, and pay a course fee to be announced. *Corequisites:* Biology 121 and History 121.

301 Special Topics: Advanced Level

4

The course explores selected topics in Asian and Middle Eastern studies at the advanced level. Any current offerings follow.

315 Between History and Fiction: Classical Chinese Narrative

4; not offered 2016-17

This course familiarizes participants with the major works of traditional Chinese narrative. In order to broaden general knowledge of this rich literary heritage and to acquaint students with works from historical narratives in the Han dynasty to

the great 18th century novel *Dream of the Red Chamber*, the course will combine a close reading of texts with broader questions about literature and culture across different periods of Chinese history. We will explore how these works reflected and influenced the changing ideals of Chinese society—of its readers, writers and critics—paying special attention to issues such as the concept of “fiction” and “fictionality,” the birth of the novel in traditional China, the portrayal of heroic figures, the representation of history, and the treatment of gender relations, among others. Skills emphasized will include close reading, writing analytical papers, and verbal expression. Readings and discussion will be in English. May be elected as World Literature 315. May be taken for credit toward the Chinese minor.

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

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

490 Senior Seminar in Asian and Middle Eastern Studies**3; not offered 2016-17**

Taught by an Asian and Middle Eastern Studies faculty member with guest participation by others. This class expands on themes and ideas about the study of Asia and Middle East first examined in Asian and Middle Eastern Studies 160. Like Asian and Middle Eastern Studies 160 the course is not limited to a particular part of Asia or the Middle East 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 and Middle Eastern studies. Students will conduct research related to their thesis topic resulting in a detailed research proposal. Open only to Asian studies seniors.

492 Thesis**2, 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 and Middle Eastern Studies 490. Open only to Asian studies seniors.

498 Honors Thesis**2, 2 Staff**

Designed to further independent research leading to the preparation of an undergraduate honors thesis in Asian and Middle Eastern studies. Required of and limited to senior honors candidates in Asian and Middle Eastern 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.

Distribution: Courses completed in astronomy apply to the science and quantitative analysis (selected courses) distribution areas.

Learning goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Accurately articulate in qualitative terms how the laws of physics explain observations of the universe and its constituents. Better understand how scientists ask questions about the universe and its constituents.
- **Assessing Academic Community/Resources**
 - Read and comprehend astronomical literature, progressing from popular level work as beginning students to technical articles as senior majors.
- **Communication**
 - Clearly describe orally the properties of the universe and its constituents. Clearly describe in writing the properties of the universe and its constituents.
- **Quantitative Skills**
 - Using mathematics through at least second-year calculus, accurately express in quantitative terms how the laws of physics explain observations of the universe and its constituents.
- **Research Experience**
 - Better understand how scientists take data, develop and evaluate models to explain the data, and present those models for scrutiny by others.
- **After College**
 - Intellectually capable students with combined or double majors in Physics-Astronomy or Astronomy-Geology who are interested in further study will be well prepared for graduate work in Astrophysics or Planetary Science.

The Astronomy major: Astronomy 177, 178, 179, 310, 320, 330, at least four credits from 350, 360, 380, 391, 392, and at least four credits from 490, 498; Physics 145 or 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.

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 numbered 200 or above. Courses taken P-D-F may not be used to satisfy course or credit requirements for the minor after the minor has been declared.

The Astronomy-Geology combined major: Astronomy 177, 178, 179, two credits of 490, one of the following: 310, 320, 330, 350, 360, 380, and at least two additional credits in courses numbered 310-392; either Geology 110, 120, or 125, 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 145 or 155, 156, Mathematics 125, 126, and Chemistry 125, 135 also are required. Computer Science 167, Mathematics 225, 235, 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 Physics-Astronomy combined major: Astronomy 177, 178, 179, 310, and 320 or 330; at least two credits in any of the following: 320, 330, 350, 360, 380, 391, 392 or 490; Physics 145 or 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, and 244. Additional physics courses, Computer Science 167, Mathematics 240, 367, and 368 are strongly recommended. In the final semester the student must pass a senior assessment consisting of a two-part comprehensive written examination and an approximately one-hour oral exam conducted jointly by physics and astronomy faculty.

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

110 Principles of Astronomy

4, x 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.

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;

Recommended prerequisite: Mathematics 125 or 126.

178 Sun and Stars

4; not offered 2016-17

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

179 Galaxies and Cosmology

4, x A. Dobson

An introduction to the structure of galaxies and to the large-scale structure and evolution of the universe. Several problem sets and exams, short research paper, and one evening lab session each week. Offered in rotation with Astronomy 177, 178.

Prerequisites: three years of high school mathematics and one year of high school physics, or consent of instructor;

Mathematics 125/126 recommended.

227 Finding Our Place in the Universe

3; not offered 2016-17

A survey of cosmological discoveries and their impact on our understanding of our location in space and time. Several problem sets and exams, short research paper and oral presentation, and occasional outdoor labs. This course applies to the science distribution area, but not science with a laboratory. *Prerequisites:* three years of high school math and one year of high school physics, one previous college course in astronomy, or consent of instructor.

228 Exoplanets and the Search for Life in the Universe

3, x A. Dobson

A survey of planetary systems around other stars and current research into the possibilities for life elsewhere in the universe. Several problem sets and exams, short research paper and oral presentation, and occasional outdoor labs. This course applies to the science distribution area, but not science with a laboratory. *Prerequisites:* three years of high school math and one year of high school physics, one previous college course in astronomy, or consent of instructor.

310 Stellar Astrophysics

4; not offered 2016-17

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 prerequisite:* 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 A. Dobson

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. Offered in alternate years.

350 Planetary Science

4; not offered 2016-17

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.

360 Observational Astronomy

x, 4 Paust

Intended for majors in astronomy, physics-astronomy, and related sciences. The study of observational astronomy across the full electromagnetic spectrum as well as gravitational waves. Specifically looking at detector technologies, telescope design, data reduction, the current state of the art in both ground-based and space-based observational astronomy missions, and the physics governing emission across the spectrum. Several problem sets, exams, project. *Prerequisites:* Astronomy 177, 178, and 179, 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. Any current offerings follow.

391, 392 Directed Project

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.

482 Astronomy Seminar

x, 1 Paust

Oral reports by students on reading and research projects. Faculty and visiting scientist guest lectures. Discussion of recent works of importance to the field and problem-solving exercises. No examinations. One meeting per week. May be repeated for a maximum of two credits. *Prerequisite:* consent of instructor.

490 Senior Research

1-4, 1-4 Staff

An advanced interdisciplinary independent study project for astronomy or 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**x, 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

Director: Daniel M. Vernon
Douglas H. Juers
Britney L. Moss

Dalia Rokhsana
James E. Russo, *Chair, Division III*

The program in biochemistry, biophysics, and molecular biology (BBMB) offers 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 genomics, genetics, biotechnology, biochemistry, and structural biology.

Distribution: Courses completed in BBMB apply to the science distribution area.

Learning Goals: Upon graduation, a student will be able to:

- Integrate concepts from biology, chemistry, and physics to understand the structure and function of biological molecules and the interactions of these molecules in cells and organisms.
- Demonstrate the ability to read and critique the molecular life science literature.
- Effectively communicate science orally and in writing.
- Perform experiments to address a research question in the molecular life sciences.

The BBMB major: Biology 111, 205; either Chemistry 125, 135, 126, 136, or Chemistry 140; Chemistry 245, 246, 251, 252; Physics 145 or 155 or 165, 156 or 166; Mathematics 225; BBMB 324, 325, 326, 336, 400, an analytical techniques lab emphasizing proteins (334, 335, or 337) three credits of BBMB 490 or 498, at least seven additional credits from BBMB-approved biology, chemistry, mathematics, or physics courses numbered 200 and above. Credits from only one of the protein methods lab options can count towards the BBMB major. *Note:* A maximum of two credits from Chemistry 401 and 402 may be applied towards the seven elective credits requirement. The P-D-F grade option is not allowed for any BBMB, biology, chemistry, or physics course that applies to the BBMB major.

In the senior year, all BBMB majors must complete a senior assessment consisting of a comprehensive oral examination administered by two or more faculty, and a written research-based thesis.

Honors in the major: All students majoring in BBMB are required to write a thesis and to register for BBMB 490. Students do not apply for admission to candidacy for honors. Students who write a thesis graded A- by the BBMB program faculty, who pass the Senior Comprehensive Examination with distinction, and who attain a Cumulative GPA of 3.300 and a major GPA of 3.500, may be considered for Honors in Major Study by the BBMB program faculty. The BBMB program chair will notify the Registrar of those students attaining Honors in Major Study not later than the beginning of the third week of April for spring honors thesis candidates. Two copies of the Honors Theses must be submitted to Penrose Library no later than Reading Day.

The following courses may apply toward the required seven additional credits for the major; additional classes such as special topics courses or classes taught by new faculty may also be approved each year.

Biochemistry, Biophysics, and Molecular Biology 430 *Infectious Diseases*

Biochemistry, Biophysics, and Molecular Biology 481/482 *Special Projects*

Biology 228 *Biostatistics*

Biology 278 *Marine Biology*

Biology 279 *Marine Biology Lab*

Biology 303 *Cell Biology*

Biology 304 *Cell Biology Laboratory*

Biology 305 *Cellular Physiology and Signaling*

Biology 306 *Cellular Physiology and Signaling Lab*

Biology 310 *Physiology*

Biology 315 *Comparative Vertebrate Anatomy*

Biology 319 *Developmental Biology Seminar*

Biology 320 *Neurobiology*

Biology 323 *Neurophysiology*

Biology 328 *Evolutionary Developmental Biology*

Biology 329 *Developmental Biology*

Biology 330 *Human Physiology*

Biology 339 *Microbiology and Immunology*

Biology 342 *Gene Discovery and Functional Genomics*

Biology 350 *Evolutionary Biology*

Biology 353 *Plant Physiology*

Biology 405 *Bioethics*

Chemistry 320 *Instrumental Methods of Analysis*

Chemistry 345 *Physical Chemistry I: Quantum Chemistry and Spectroscopy*

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

Chemistry 360 *Inorganic Chemistry*

Chemistry 388 *Environmental Chemistry and Engineering*

Chemistry 401/402 *Chemistry Seminar*

Chemistry 411 *The Organic Chemistry of Drug Design*

Chemistry 425 *Computational Biochemistry*

Chemistry 432 *Capillary Electrophoresis*

Chemistry 447 *Physical Organic Chemistry*

Chemistry 460 *Bioinorganic Chemistry*

Mathematics 247 *Statistics with Applications*

Physics 245 *Twentieth Century Physics I*

Physics 246 *Waves, Electronics, and Quantum Mechanics*

Physics 255 *Twentieth Century Physics Laboratory*

Physics 256 *Electronics and Waves Laboratory*

Physics 325 *Electricity and Magnetism*

Physics 348 *Optics*

Physics 357 *Thermal Physics*

324 Biophysics**x, 3 Juers**

The application of concepts and approaches from physics (e.g. mechanics, thermodynamics and electromagnetism) to deepen understanding of molecular and cell biology. We will focus on simplified models that capture the salient features of biological systems. Example topics include diffusion, hydrodynamics and cellular locomotion, free energy transduction, ligand binding, entropic forces, enzyme kinetics, molecular motors, macromolecular conformation, and signal propagation in neurons. Three one-hour lectures per week; weekly problem sets; exams. *Prerequisites:* Physics 156 or 166, and Mathematics 225.

325 Biochemistry**3, 3 Fall: Rokhsana; Spring: Moss, Russo**

A detailed examination of protein structure and function, focusing on the role of proteins in molecular recognition and catalysis. Topics include: techniques used to characterize proteins; enzyme kinetics and mechanisms; signal transduction across membranes; bioenergetics; catabolism of proteins, fats, and carbohydrates; integration of metabolism and disease. Three lectures per week. Counts towards the Molecular/Cell requirement for the Biology major. *Prerequisites:* Biology 111, Chemistry 246.

326 Molecular Biology**3, x Vernon**

A detailed examination of nucleic acid structure and function, focusing on gene expression and mechanisms of gene regulation. Other topics include molecular biology of viruses, mobile genetic elements, the genetic basis of cancer, and principles of genomics. Three lectures per week. Required for BBMB majors. Counts towards the Molecular/Cell requirement for the Biology major. *Prerequisites:* Biology 205 and BBMB 325; consent of instructor required for non-BBMB majors.

334 Biophysics Laboratory**1; not offered 2016-17**

Laboratory exercises on a range of biophysical topics. Experimental testing of models developed in BBMB 324. Study of macromolecules using techniques that may include absorption spectroscopy, fluorescence spectroscopy, circular dichroism, nmr, crystallization and structure determination via X-ray diffraction. One three- to four- hour laboratory per week. *Corequisite:* BBMB 324. Open to other students only with consent of instructor.

335 Biochemistry Laboratory**1; not offered 2016-17**

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. Counts towards the Molecular/Cell requirement for the Biology major. *Prerequisites:* Biology 111 and Chemistry 136 or 140; *Corequisite:* BBMB 325. Chemistry 240 is strongly recommended. Open to non-BBMB majors only with consent of instructor.

336 Molecular Biology Laboratory**1, x Vernon**

Laboratory exercises in nucleic acid biochemistry, including molecular cloning, PCR, and DNA and RNA isolation and analysis techniques. One three-hour laboratory per week. Counts towards the Molecular/Cell requirement for the Biology major. *Corequisite:* BBMB 326; consent required for non-BBMB majors.

337 Techniques in Biochemistry and Biophysics**x, 1 Juers and Moss**

Laboratory exercises emphasizing protein structure and function. Methods may include reagent preparation; protein isolation, purification, and identification; enzyme and protein assays; structure determination via X-ray diffraction; spectroscopic analysis of protein folding and ligand binding; and models of thermal motion via particle tracking. One three hour laboratory per week. Counts towards the Molecular/Cell requirement for the Biology major. *Prerequisites:* Biology 111 and Chemistry 136 or 140; *Corequisite:* BBMB 324 or 325. Open to non-BBMB majors only with consent of instructor.

360-363 Special Topics in BBMB**1-4**

Any current offerings follow.

400 Senior Seminar**x, 1 Juers and 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. Open to other students with consent of instructors.

430 Infectious Disease**3, x Russo**

The role of infectious disease in human mortality and morbidity. Discussion topics include: epidemiology and etiology of disease, cellular targets of microbial infection, immune responses, design and mechanism 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.

481, 482 Special Projects**1-2, 1-2 Staff**

Research projects or independent studies arranged with individual students. The students must consult with a faculty member prior to the semester of the anticipated project to determine if the project is suitable, and the project must be done with the supervision of a Whitman faculty member. *Prerequisite:* consent of instructor.

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

Each student will take part in a research project involving the collection and analysis of data, and write a thesis on that research in accepted scientific style. One or more drafts of the thesis will be required before the final version is due in the last week of classes. Each student also will publicly present his/her research results in the BBMB 400 Senior Seminar or a similar presentation venue. A total of three credits are required in the senior year; credits may be taken in the Fall and/or Spring. *Prerequisite:* consent of the thesis adviser.

498 Honors Thesis**3, 3 Staff**

Research and writing of the senior honors thesis. Students register for BBMB 490, not for BBMB 498. The registration will be changed from BBMB 490 to 498 for those students who attain honors in BBMB. Open only to senior BBMB majors.

Biology

Chair: Kate Jackson	Nancy Forsthoefel	Timothy H. Parker (<i>on Sabbatical,</i>
Susanne M. Altermann	Lydia Garas	2016-2017)
Shaun Cain	Delbert W. Hutchison	Michelle Shafer
Arielle M. Cooley (<i>on Sabbatical,</i>	Leena S. Knight (<i>on Sabbatical, 2016-</i>	Daniel M. Vernon
Spring 2017)	2017)	Christopher S. Wallace
Matthew Crook	Thomas A. Knight (<i>on Sabbatical,</i>	Ginger S. Withers
Matt Craig	2016-2017)	Paul H. Yancey
Heidi E. M. Dobson	Britney L. Moss	

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 research thesis. 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 50 credits, including courses in chemistry, mathematics, and biology, to fulfill the requirements for the biology major.

Distribution: Courses completed in biology apply to the science and quantitative analysis (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Master foundational material that spans the diverse biological sub-disciplines, from molecular to ecological. Develop an integrative perspective that draws connections between sub-disciplines.
- **Accessing Academic Community/Resources**
 - Develop science literacy.
- **Communication**
 - Develop the ability to communicate science orally and in writing.
- **Critical Thinking**
 - Apply the scientific method to think critically about the world.
- **Research Experience**
 - Engage in the practice of biology via research-based thesis.

The Biology major: A minimum of 33 credits in biology, including Biology 111, 112, 205, 206; four credits from each of the three categories of upper-level courses (Molecular/Cell Biology, Organismal Biology, Ecology/Evolution); 489; 490 or 498; 499; and additional courses in biology and/or BBMB courses numbered 200 or above to earn a minimum total of 33 credits in biology and/or BBMB. Chemistry 125, 126, 135, 136, or 140; 245; and demonstrated mastery of either two semesters of college calculus (Mathematics 125 and 126) or one semester each of college calculus and statistics (Mathematics 128 or 247, Biology 228, Economics 227, Psychology 210, Sociology 208) is required. Departmental policy does not allow a P-D-F grade option for biology or BBMB courses that count toward the major.

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

The department recommends that students considering a major in biology consult with an adviser and begin with Chemistry 125, 126, 135, 136; or 140; Mathematics 125 and 126 or statistics; and Biology 111 or 112. For those planning to pursue most graduate programs in biology, a year of physics (with labs), a full year in organic chemistry, a year of foreign language, as well as statistics and competency with computers are highly recommended.

Honors in the major: In biology and biology combined majors, students do not apply for admission to candidacy for honors. Students whose thesis earns a grade of at least A-, who pass the Senior Comprehensive Examinations with distinction, and who attain a Cumulative GPA of 3.3 and a major GPA of 3.5, may be granted Honors in Major Study by the biology department faculty. The biology department chair will notify the Registrar of those students attaining Honors in Major Study not later than the beginning of the third week of April for spring honors thesis candidates. Two copies of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.

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 that count toward the minor.

The Biology-Geology combined major: Biology 111, 112, 205; four credits each from the Organismal Biology and Ecology/Evolution categories, and at least four additional credits in biology and/or BBMB courses numbered 200 or above; either Geology 110, 120, or 125; and 227; either Geology 312 or 368; Geology 343 and 350; either Geology 301, 321, or

346; and Geology 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 or 247, Biology 228, Economics 227, Psychology 210, Sociology 208). Two semesters of physics and field experience are strongly recommended.

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.

Upper-Level Course Categories

Molecular/Cell Biology: Biology 303 *Cell Biology*, 304 *Cell Biology Laboratory*, 305 *Cellular Physiology and Signaling*, 306 *Cellular Physiology and Signaling Lab*, 319 *Developmental Biology Seminar*, 320 *Neurobiology*, 329 *Developmental Biology*, 339 *Microbiology and Immunology*, 342 *Gene Discovery & Functional Genomics*, BBMB 325 *Biochemistry*, 326 *Molecular Biology*, 335 *Biochemistry Laboratory*, 336 *Molecular Biology Laboratory*, and 337 *Techniques in Biochemistry and Biophysics*.

Organismal Biology: Biology 310 *Physiology*, 315 *Comparative Vertebrate Anatomy*, 323 *Neurophysiology*, 328 *Evolutionary Developmental Biology*, 330 *Pathophysiology*, 338 *Evolutionary Developmental Biology Lab*, and 353 *Plant Physiology*.

Ecology/Evolution: Biology 212 *Natural History of the Inland Northwest*, 215 *Plant Ecology*, 220 *Grassland Ecology Lab*, 225 *Ornithology Lab*, 229 *Plant Identification Lab*, 256 *Regional Biology*, 277 *Ecology*, 278 *Marine Biology*, 279 *Marine Biology Lab*, 287 *Ecology Lab*, 288 *Plants and Peoples*, 327 *Biology of Amphibians and Reptiles*, 337 *Biology of Amphibians and Reptiles Lab*, and 350 *Evolutionary Biology*.

Some Special Topics courses may be applied to the above categories. Any Special Topics courses applied to the above will be noted in the course descriptions.

111 Biological Principles

4, 4 Fall: Crook, Wallace; Labs: Crook, Schafer; Spring: Wallace; Labs: Withers

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 hours of lecture and one three-hour laboratory per week. *Prerequisites:* Chemistry 125 and 135; or 140. *Pre- or corequisites:* Chemistry 126 and 136 (unless Chemistry 140 previously completed). *Lab fee:* maximum \$20.

112 The Biological World

4, 4 H. Dobson and K. 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. It is recommended that students take Biology 111 or an equivalent course prior to this course. Three lectures and one three-hour laboratory per week. *Lab fee:* maximum \$50.

115 Natural History and Ecology

4; not offered 2016-17

This course emphasizes applying basic ecological and evolutionary principles to inferring processes responsible for biological patterns students observe in the field. The core of the class is weekly trips in the region between the Columbia River and the Blue Mountains. On these trips students gain familiarity with common plants and animals of the region as part of the process of developing and applying skills observing biological patterns. Students learn to interpret these patterns in light of biological concepts learned in class. Two one-hour lectures and one five-hour field trip per week. Designed for nonscience majors with special applicability for environmental studies majors. 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, x Garas**

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.

121 History and Ethnobiology of the Silk Roads**2; not offered 2016-17**

This interdisciplinary and interdivisional course will provide an integrative exploration into the history and ethnobiology of peoples along various branches of the trading routes across Asia known as the silk roads, with an emphasis on China prior to 1400. Topics will include why certain goods and technologies were traded; agricultural, social, and religious impacts of trading; biological features of items traded or moved along the silk roads, such as foods, beverages, fibers, animals, and diseases. See Asian and Middle Eastern Studies 221 for an optional, supplemental field course that will be offered when funding permits. *Corequisite:* History 121.

122 Plant Biology**x, 2 H. Dobson**

This course provides a basic introduction to the biology of plants, and is designed for non-biology majors. It examines plant structure, physiology, reproduction, and ecology, including evolutionary adaptations to different environments. Two lectures per week. *Optional corequisite:* Biology 129.

125 Genes and Genetic Engineering**2, x Moss**

Designed for non-science majors. An introduction to principles of genetics related to medicine, agriculture and biotechnology. The class will focus on selected genetics-related topics of current social, environmental or economic importance, and will include student-led investigations into benefits and controversies of those topics and related applications.

127 Nutrition**3; not offered 2016-17**

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

129 Plant Identification Lab**x, 1 H. Dobson**

In this field oriented laboratory, students will explore aspects of body form and growth that characterize different plant groups, acquire basic skills for plant identification, and learn to recognize on sight the most common plant families in the western United States. At least one lab will be substituted by a field trip, and all students will be required to make a plant collection. This lab course is designed for non-majors, and meets concurrently with Biology 229. One three-hour laboratory per week. *Corequisite:* Biology 122. *Lab fee:* maximum \$20.

130 Conservation Biology**4, x Hutchison**

An introduction to the dynamic and interdisciplinary world of biological conservation. Fundamental principles from genetics, evolution, and ecology will be discussed and then applied to problems including extinction, species preservation, habitat restoration, refuge design and management, and human population growth and its myriad impacts on our environment. Three one-hour lectures and one three-hour laboratory per week. 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. Any current offerings follow.

172 ST: Genetically Engineered Animals for Human Use**x, 2 Garas**

This seminar course intended for non-majors will examine the role of genetically engineered animals for human use. Topics will include current and historical methods of generating GE animals, the specific purpose (improved production properties, decreased pollution, disease resistance, bioreactors, xenotransplantation, medical models), ethical considerations, and federal regulation and labeling. The goal of this course is to engage students in a discussion of the science behind genetic engineering, and the value it could provide to different populations in developed and developing countries. This seminar will also examine the impact of the anti-GMO movement, and discuss the wider socioeconomic impacts of using, or withholding, GE animals. Students are expected to read a selection of scientific review articles and popular news articles, participate in weekly discussions, and complete a written assignment. One two-hour discussion per week. 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 2016-17**

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 2016-17**

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. *Fee:* maximum \$350.

205 Genetics**3, 3 Fall: Cooley; Spring: 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 Forsthoefel**

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; not offered 2016-17**

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. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 112; Biology 215 or 277 recommended (or concurrent). *Lab fee:* maximum \$85.

**215 Plant Ecology
3; not offered 2016-17**

This course covers 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. Three hours of lecture per week, plus one field trip during the semester. Applies to the Ecology/Evolution major requirement. Offered in alternate years. *Prerequisites:* Biology 111 and 112.

**220 Grassland Ecology Lab
1; not offered 2016-17**

Exploration of grassland and shrubland ecosystems based on field trips and research. Research designed to give students experience in the process of ecological science, including observing patterns to develop questions, searching primary literature, evaluating hypotheses and predictions, initiating experiments and gathering data in the field, processing data, statistical analysis, and presenting results in written and graphical form. Field work will involve various physical demands such as hiking and working off-trail on steep slopes. One three or four hour lab per week. Approximately six times during the semester we will depart at noon rather than 1 pm. One required full-day or overnight field trip. Applies to the Ecology/Evolution major requirement. *Prerequisite:* Biology 112. *Lab fee:* maximum \$50.

**225 Ornithology Lab
1; not offered 2016-17**

An introduction to the study of birds based on field trips, lab activities, and research. Research designed to give students experience in the processes of doing science, including searching primary literature, evaluating hypotheses and predictions, gathering and processing data, statistical analysis, and presenting results in written and graphical form. One three or four hour lab per week. Approximately six times during the semester we will depart at noon rather than 1 pm. One required full-day or overnight field trip. Applies to the Ecology/Evolution major requirement. *Prerequisite:* Biology 112. *Lab fee:* maximum \$50.

**228 Biostatistics
3; not offered 2016-17**

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.

229 Plant Identification Lab**x, 1 H. Dobson**

In this field-oriented laboratory, students will explore aspects of body form and growth that characterize different plant groups, acquire basic skills for plant identification, and learn to recognize on sight the most common plant families in the western United States. At least one lab will be substituted by a field trip, and all students will be required to make a plant collection. This lab course is designed for biology majors, and meets concurrently with Biology 129. One three-hour laboratory per week. Applies to the Ecology/Evolution major requirement. *Prerequisite:* Biology 112. *Lab fee:* maximum \$20.

256 Regional Biology**1, x Hutchison**

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. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 111, 112, and declared biology or biology-environmental studies major or biology minor. *Fee:* maximum \$75.

271, 272 Special Topics in Biology**1-4**

Any current offerings follow.

272 ST: Astrobiology: The Search for Alien Life**x, 2 Crook**

Is life on Earth all there is? Is there life elsewhere in the solar system or beyond, on planets orbiting distant stars? These are fundamental questions of the human condition, but a growing knowledge of environmental conditions on other planets, the discovery of thousands of planets in other star systems and a deeper (literally in some cases) understanding of life under extreme conditions here on Earth allow us to explore them on multiple levels. This course will focus on the cell biology, ecology and evolution of extremophiles on Earth, then take a student driven approach to focus that understanding onto other possible sites for life elsewhere in the universe. This will be a seminar style course using primary literature, established texts, student lectures and even science fiction to engage with the material. Two 50 minute classes per week. Applies to the Ecology/Evolution major requirement. May be taken for credit toward the elective requirement for the BBMB major. *Prerequisite:* Biology 111. Distribution area: science.

277 Ecology**3, x Altermann**

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 hours of lecture per week. Applies to the Ecology/Evolution major requirement.

Prerequisites: Biology 111, 112.

278 Marine Biology**x, 3 Cain**

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. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 111, 112 and consent of instructor.

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

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. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 111, 112 and consent of instructor. *Fee:* maximum \$350.

287 Ecology Lab

1; not offered 2016-17

Field research designed to give students experience in the process of ecological science, including observing patterns to develop questions, searching primary literature, evaluating hypotheses and predictions, initiating experiments and gathering data in the field, processing data, statistical analysis, and presenting results in written and graphical form. Field work will involve various physical demands such as hiking and working off-trail on steep slopes. One three or four hour lab per week. Approximately six times during the semester we will depart at noon rather than 1 pm. Applies to the Ecology/Evolution major requirement. *Prerequisite:* Biology 112. *Lab fee:* maximum \$50.

288 Plants and Peoples

3, x H. Dobson

The relationship between plants and human societies, drawing examples from different geographical regions and placing emphasis on plants used for food, medicine, clothing, and shelter. Topics will explore the various uses of plants, implications of altering natural habitats and cultural traditions, origins and histories of cultivated plants, development of agriculture and ecological aspects of its practices, including soil management, pest control, plant breeding, and preservation of genetic diversity. Three lectures per week, plus one optional weekend field trip. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 111 and 112; or consent of instructor. Offered in alternate years.

303 Cell Biology

x, 3 Craig

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. Applies to the Molecular/Cell major requirement. *Prerequisites:* Biology 111 and Chemistry 245. Biology 112 is recommended.

304 Cell Biology Laboratory

x, 1 Craig

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. Applies to the Molecular/Cell major requirement. *Prerequisites:* Biology 111 and Chemistry 245. Biology 112 is recommended. *Lab fee:* maximum \$20.

305 Cellular Physiology and Signaling

3; not offered 2016-17

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. Applies to the Molecular/Cell major requirement. *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; not offered 2016-17

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. Applies to the Molecular/Cell major requirement. *Pre- or corequisite:* Biology 305. *Lab fee:* maximum \$20.

310 Physiology

4, x Cain

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. Applies to the Organismal Biology major requirement. Given extensive overlap with Biology 330, students may not take both courses for credit. *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.

315 Comparative Vertebrate Anatomy

4; not offered 2016-17

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. Applies to the Organismal Biology major requirement. *Prerequisites:* Biology 111 and 112. *Lab fee:* maximum \$20.

319 Developmental Biology Seminar

2; not offered 2016-17

Only 30-50% of all human conceptions survive to birth, due to faults in cellular and molecular regulation of development, but even after birth, developing tissues continue to be vulnerable to insult. This upper level seminar course will focus on embryonic and early postnatal development and developmental disorders due to genetic mutations or environmental conditions. Most readings will come from the primary literature, and the class will be a mix of presentations and discussion, with overviews and background material given by the instructor. Applies to the Molecular/Cell major requirement. *Prerequisites:* Biology 111 and 205.

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 hours of lecture and one three-hour laboratory per week. Applies to the Molecular/Cell major requirement. *Prerequisites:* Biology 111 and 205. Biology 112 and 303 and 304 or 305 and 306 are recommended. *Lab fee:* maximum \$20.

323 Neurophysiology

4; not offered 2016-17

This course will introduce students to the multidisciplinary field of neurophysiology from cellular processes to integrated central and peripheral nervous systems functions. The course will examine core principles of neuroanatomy, membrane excitability, neuronal signaling, sensory and motor function, neuroendocrine regulation of integrated organismal physiology (e.g., cardiovascular), and abnormalities that give rise to neurological disorders. Laboratory exercises will emphasize core concepts and methodology, and will incorporate lectures/demonstrations by clinicians/patients and integrative case studies. Three lectures and one three-hour laboratory per week. Applies to the Organismal Biology major requirement. It is also a

suitable elective for BBMB majors. *Prerequisites:* Biology 111; Chemistry 245; or consent of instructor. Biology 303 or 305 or BBMB 325 are highly recommended. *Lab fee:* maximum \$20.

327 Biology of Amphibians and Reptiles x, 3 K. Jackson

Herpetology is the study of amphibians and reptiles. In this course, taxonomy, life history, behavior, physiology, ecology, etc., of frogs, salamander, turtles, lizards, snakes, crocodiles, and others will be presented in the context of the evolutionary history of this diverse assemblage of vertebrates. In the course of the semester, students will prepare an essay on a herpetological topic of their choice. Three lectures per week. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 112, other organismic level courses desirable. *Optional corequisite:* Biology 337.

328 Evolutionary Developmental Biology 3, x Cooley

Evolution and development are inexorably linked and genetics is the tie that binds them. This interdisciplinary class explores how genetic and developmental mechanisms have evolved to produce biological diversity. Through lectures, class discussions, and activities, and analysis of both classic and cutting-edge scientific papers, we will examine the contributions of all three research areas to the emerging field of “evo-devo”. Three lectures per week. Applies to the Organismal major requirement. *Prerequisite:* Biology 111 and 205. *Optional corequisite:* Biology 338.

329 Developmental Biology 4; not offered 2016-17

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 also are 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. Applies to the Molecular/Cell major requirement. *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 Human Physiology 4; not offered 2016-17

A survey of the functions of the human body using disease states to illustrate key physiological processes. This course will cover in detail the endocrine, nervous, muscular, cardiovascular, respiratory, digestive, renal, and immune systems and will offer an overview of integrative functions such as electrolyte and metabolic regulation. This course will examine a sample of pathological states as a springboard for understanding principles of physiology and use case studies to synthesize and apply knowledge from cellular/tissue processes to integrated organ-systems functions. Foundational principles of physiology will be investigated and emphasized through experimental laboratory work. Lab sessions will also incorporate lectures or demonstrations by clinicians/patients and/or tours of hospital clinics. Applies to the Organismal Biology major requirement and is suitable as an elective for BBMB majors. Given extensive overlap with Biology 310, students may not take both courses for credit. Three lectures and one three-hour laboratory session per week. *Prerequisites:* Biology 111; Chemistry 245; or consent of instructor. *Lab fee:* maximum \$20.

337 Biology of Amphibians and Reptiles Lab 1; not offered 2016-17

Labs will focus on study of preserved specimens, and identification of amphibian and reptile species from all over the world. Students also will learn to identify all local species. One three-hour lab per week. Applies to the Ecology/Evolution major requirement. *Optional corequisite:* Biology 327. *Lab fee:* maximum \$20.

338 Evolutionary Developmental Biology Lab 1, x Cooley

The Evolutionary Developmental Biology Lab is designed to accompany the associated lecture course (Biology 328). Students will gain hands-on experience in acquiring and analyzing data using a variety of techniques common in the field of “evo devo”, and will then work in small groups to apply these skills to develop and test hypotheses regarding a

“mystery” developmental mutant of either the mustard plant *Arabidopsis* or the fruit fly *Drosophila*. Applies to the Organismal major requirement. *Prerequisite*: Biology 111 and 205. *Optional corequisite*: Biology 328. *Lab fee*: maximum \$20.

339 Microbiology and Immunology

4, x Craig

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. Applies to the Molecular/Cell major requirement. *Prerequisites*: Biology 111 and a year of college chemistry. Biology 112 is recommended. *Lab fee*: maximum \$20.

342 Gene Discovery and Functional Genomics

x, 2 Vernon

An advanced course providing an introduction to how biologists discover genes and determine their roles in diverse biological processes in both plants and animals. Research literature will provide examples of gene identification by forward genetics, molecular methods, and genomics. We will discuss genome annotation and functional analysis by reverse genetics, transcriptome studies, and other genome-based methods. Class will include reading and discussion of primary research literature, lectures to provide background information, student presentations, and some hands-on work with genome databases and DNA analysis. Some familiarity with recombinant DNA techniques and molecular methods covered in Genetics is expected. Applies to the Molecular/Cell major requirement for Biology majors. *Prerequisites*: Biology 205 and Chemistry 246.

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. Applies to the Ecology/Evolution major requirement. *Prerequisites*: Biology 111 and 205. Biology 112 and 277 or 215 are recommended. *Lab fee*: maximum \$20.

353 Plant Physiology

x, 4 Altermann

Plant physiology is the study of how plants function, internally as well as in relation to their environment. We will investigate how plants use light, water, and minerals to grow and reproduce, at both whole-plant and molecular levels. How do plants cope with stressful environments? How do they adapt to strange or extreme environments? How can a better understanding of plant physiology improve our ability to deal with social issues such as famine, malnutrition, and the conservation of biodiversity? Through lecture, written exercises, discussions of research articles, and laboratories, we will consider these and other key aspects of plant physiology. Three hours of lecture and one three-hour lab per week. Applies to the Organismal major requirement. *Prerequisites*: Biology 111 and 112. *Lab fee*: maximum \$20.

371, 372 Special Topics in Biology

1-4

Any current offerings follow.

372A ST: Gastrointestinal Physiology of Vertebrates

x, 4 Garas

This course will explore the comparative anatomy and physiology of the gastrointestinal tract in vertebrates. Topics will include differences in form, function, and regulation of the GI tract; the variety of structures and adaptations to a variety of diets; the effects of nutrition on host health; the role of microbial populations in systemic health; the interactions between the microbiota and host immune system and nutrition; and diseases and disorders of the GI tract, including malnutrition, infection, and inflammatory bowel disease. Laboratory experiments will include dissections of various vertebrate GI tracts,

a month-long growth and development study in mice, collection of intestinal tissues for histological sectioning and scanning electron microscopy to look at differences in structures along the GI tract, and collection of fecal samples for microbial sequencing to examine the diversity in microbiota and the functional relationship between nutrition, microbes, and their hosts. Applies towards the organismal major requirement. May be taken for credit toward the elective requirement for the BBMB major. Two 80 minutes lectures and one three-hour lab per week. Lab fee: maximum \$50. *Prerequisites:* Biology 111 and Biology 205. *Recommended prerequisite:* completion of one 300 level Biology course. Distribution area: science with a lab.

372B ST: Disorders of the Immune System

x, 3 Craig

The human immune system possesses a remarkable ability to distinguish between self and non-self biological material. This evolutionary adaptation enables the recognition and response to foreign pathogens while tolerating host-derived molecules, commensal organisms, and innocuous environmental exposures. However, when this biological system of checks and balances fails, a variety of immune-mediated diseases can develop. This advanced course will cover the molecular and cellular origins, as well as the public health implications, of disorders associated with the immune system. Specific topics will include primary and acquired immunodeficiencies, autoimmunity, allergy/hypersensitivity, transplant rejection, graft-versus-host disease, and cancers of the immune system. Coursework will involve instructor- and student-led presentations, the reading and discussion of peer-reviewed research articles, and the consideration of case studies that highlight pathogenic mechanisms, cutting-edge diagnostics, and emerging treatment strategies. Three 50-minute lecture/discussion periods per week; no lab. Applies towards the molecular/cell major requirement. May be taken for credit toward the elective requirement for the BBMB major. *Prerequisites:* Biology 205; one 300-level or above course from BBMB or the Molecular/Cell Category in Biology recommended. Distribution area: science.

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. Any current offerings follow.

405 Bioethics

2; not offered 2016-17

A reading, writing, and discussion course intended for biology majors. Topics will include the ethical implications of biological research involving genetic engineering, animal experimentation, medical experimentation, medical and reproductive technology, health care, environmental degradation, etc. Issues will be analyzed using bioethical principles and actual case studies. Readings will be taken from current science journals, news media, a textbook, and other recent sources. Students will lead most of the discussion sessions. One 90-minute evening meeting per week. *Prerequisite:* Biology 205.

471, 472 Special Topics

1-5

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. Any current offerings follow.

471 ST: Synthetic Cell Biology

4, x Moss

Synthetic biologists take apart, rebuild, and repurpose parts of a cell in order to program and probe cell behavior. To do this, synthetic biologists utilize approaches from cell biology, engineering, molecular genetics, and biochemistry. This advanced course will survey the questions addressed by synthetic biology research, the molecular approaches utilized, and the implications of this work in the realms of biomedicine and agriculture. A key component of this survey will be the lab, wherein students will engage in a synthetic biology research project focused on “programming” yeast cells to sense and

respond to plant hormones. Course-work will include reading and discussion of primary research literature, lectures to provide background information, student-led presentations, scientific writing, and hands-on lab work. One 2.5-hour lecture/discussion and one 3-hour lab per week. Applies to the Molecular/Cell major requirement. *Prerequisite:* Biology 205 and Chemistry 245. *Recommended prerequisite:* Biology 303, 305, and BBMB 325 or 326. *Lab Fee:* maximum \$25. Distribution area: science with a lab.

472 ST: Pollination Biology **5, offered summer 2017; H. Dobson**

This is a field-intensive interdisciplinary biology course at the interface of plants and insects that will take place during summer 2017 in Sweden. The course will provide: 1) an overview 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) familiarity with common plant and flower-visiting insect groups through the learning of 20 families of each; 5) 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 5-week intensive course, with approximately 1.5 hours of lecture and 3 hours of lab per day, 5 days per week, and 2 field trips per week; end-May to early-July 2017, at the Station Linné on the island of Öland, southeastern Sweden. The course includes optional weekly excursions of cultural interest.

Enrollment is limited to 15 students, who will be admitted based on an application process. The fee for the course will be announced in early Fall 2016 and includes tuition and lodging; students are individually responsible for travel to and from the course location (including international travel, but may sign up for group travel if desired) and for food during the course. *Financial aid for this course will be available for those who qualify.*

To apply for the course, you need to complete the application package, which will be available in September 2016 from Prof. Heidi Dobson or can be downloaded from the Registrar homepage. The application materials include one application form, a one-page essay, one letter of recommendation from a Whitman faculty member, and a transcript or academic evaluation. The course is available only to current students; May 2017 graduates are not eligible to apply. The application is due to Off-Campus Studies Office, NO LATER THAN Friday November 11. Students will be notified of their acceptance by early January. An enrollment confirmation deposit will be due end of January to secure your place in the course. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 111 or 112, or demonstration of proficiency in basic biology (including completion of Biology 122 or equivalent) that will be accepted on a case-by-case basis.

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. *Prerequisite:* consent of research/thesis adviser, and senior standing as a biology major.

490 Senior Thesis**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**2, 2 Staff**

Continuation of Biology 489 and required of senior honors candidates. 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. Students register for Biology 490, but are awarded credits in Biology 498 if honors are earned. Credit cannot be earned simultaneously for Biology 498 and 490. *Prerequisites:* Biology 489, consent of supervising professor, and admission to honors candidacy.

499 Senior Seminar**x, 1 Staff**

Each student will attend a weekly, one-hour seminar where students present the results of their senior theses. Course is graded credit/no credit. Open only to senior Biology majors.

Chemistry

<i>Chair:</i> Marion G. Götz	Jonathan Collins	Timothy Machonkin
Nathan Boland (<i>on Sabbatical, 2016-2017</i>)	Frank M. Dunnivant	Rajesh Nayak
Allison Calhoun (<i>on Sabbatical, 2016-2017</i>)	Machelle Hartman	Dalia Rokhsana
	Marcus Juhasz	Deberah M. Simon

Chemistry courses deal with the nature and composition of matter and the laws that govern chemical reactions. These courses 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.

There are two ways to fulfill first-year general chemistry requirements. One is by taking the yearlong *General Chemistry* series of courses (Chemistry 125, 126, 135, 136). An accelerated option is to take a semester of *Advanced General Chemistry* (140 and 140 lab). Students with an AP score of 4 or 5 do not have to take 125 but should take 135 in the fall. Students with an AP score of 5 may take 140 and 140 lab and receive almost a full year of general chemistry credit (three credits for their AP score, three credits for the 140 lecture, and one credit for the 140 lab). *Note:* AP credit does not include credit for the Chemistry 135 lab.

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, capillary electrophoresis, 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 36 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.

Distribution: Courses completed in chemistry apply to the science and quantitative analysis (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Meet nationally set standards in analytical, organic, inorganic, and physical chemistry. Visualize three-dimensional molecular structure and thus derive an understanding of function in chemical systems.
- **Accessing Academic Community/Resources**
 - Navigate the current scientific literature to develop foundational knowledge in areas of interest.
- **Communication**
 - Communicate scientific findings and information in graphical, written and oral format.
- **Critical Thinking**
 - Apply critical thinking and scientific logic to classify and interpret data. Use creative approaches to devise novel solutions to complex chemical problems. Apply theoretical understandings to real-world problems.
- **Quantitative Skills**
 - Use appropriate mathematical, computational, and analytical techniques to solve chemical problems.
- **Research Experience**
 - Safely manipulate the standard tools and equipment in a chemistry laboratory. Work effectively both as an individual learner and as a member of a group. Work in a safe and appropriate manner.

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.

The following nonchemistry courses are also required: Mathematics 125, 126, and 225; and one year of General Physics (Physics 145, 155, or 165, and Physics 146, 156 or 166), or one year of college-level physics for science majors with lab taken elsewhere. A minimum grade of 2.400 averaged over Chemistry 126 or 140, Chemistry 245 and 246, and Math 225 is required. For students with transfer credit from outside of Whitman in one or more of these courses, the grade earned at that institution shall be used. Students who wish to complete the American Chemical Society certified chemistry major also must complete BBMB 325 (note that Biology 111 is a prerequisite). Students who plan to pursue graduate work in chemistry are recommended to obtain additional coursework in mathematics, which may include Mathematics 240, 244, 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.

Honors in the Major: For the Chemistry and Chemistry-Environmental Studies majors, students do not apply to candidacy for honors. To qualify for honors, students must meet the following requirements: (a) a minimum cumulative GPA of 3.300 on all credits earned at Whitman and a minimum cumulative GPA of 3.500 in the major, (b) receive a Pass with Distinction in the Senior Assessment in the Major, (c) perform a substantive laboratory-based research project, and (d) receive a minimum grade of A- on the Honors Thesis (Chem 498). By no later than the twelfth week of the semester, the Chair of Chemistry will notify the student and the Registrar that the requirements have been met, at which point a second reader to the student's thesis will be assigned. Two copies of the Honors Thesis must be submitted to Penrose Library by no later than Reading Day.

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. Any 300-400 chemistry course may be substituted for 300-level credit. *Note:* Chemistry 401 and 402 cannot be applied to the minor.

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 125 and 227, 343, 346, 350, 460, 470, a minimum of one credit in 358; Mathematics 125, 126, Physics 145, 155, or 165. 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 Chemistry-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of the catalog.

The Chemistry/Pre-Engineering major: The requirements are fully described in the *Engineering and Computer Science* section of the Catalog.

100 Introduction to Environmental Chemistry and Science **x, 3 Dunnivant**

The goal of this course is to prepare students to be environmentally responsible citizens and empower them with scientific knowledge to make the right decisions concerning the environment. Chemistry 100 is a one-semester introduction to important topics in the environmental sciences. Emphasis will be placed on historic environmental success and what major problems remain to be solved. Topics will include the availability of clean water, effective wastewater treatment, restoration of the stratospheric ozone layer, the removal of anthropogenic produced lead, past and current endocrine disruptors, the proper use of risk assessment, appropriate actions to combat human-caused global warming, and an effective environmental legal national and international framework. Emphasis will be placed on the chemistry of each topic. 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. Working knowledge of college-level algebra is required. 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). The course may not be taken without the laboratory. *Lab Fee*: maximum \$40.

125 General Chemistry

3, x Dunnivant, Hartman, Machonkin, Nayak

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. *Corequisite*: Chemistry 135.

126 General Chemistry

x, 3 Dunnivant, Hartman, Nayak, Rokhsana,

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. *Corequisite*: Chemistry 136. *Note*: the corequisite of Chemistry 136 is not required for Geology or Geology-Environmental Studies majors.

135 General Chemistry Lab I

1, x Götz, Hartman, D. Simon

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 \$35.

136 General Chemistry Lab II

x, 1 Götz, Hartman, D. Simon

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 Rokhsana

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. *Lab Fee*: maximum \$30.

240 Quantitative Analysis and Chemical Equilibrium

4, x Machonkin

The principles of chemical equilibrium and methods of quantitative analysis. Topics include statistical analysis of data, activities, and the systematic treatment of acid-base, precipitation, complexation, and oxidation-reduction equilibria. Laboratory exercises involve the exploration and elucidation of the concepts and methods developed in lecture, and include gravimetric, titrimetric, and colorimetric analyses, with an introduction to selected instrumental methods of analysis and instruction in and use of electronic spreadsheets for data analysis and graphing. Three lectures and two three- to four-hour laboratories per week. *Prerequisites*: Chemistry 126 and 136 or 140. *Lab fee*: maximum \$20.

245 Organic Chemistry I**3, 3 Fall: Götz; Spring: Juhasz**

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 or 140.

246 Organic Chemistry II**3, 3 Fall: Collins; Spring: Götz**

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 Fall: Götz, Juhasz; Spring: Juhasz**

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 140. *Pre- or corequisite:* Chemistry 245. *Lab fee:* maximum \$20.

252 Organic Laboratory Techniques II**1, 1 Fall: Collins; Spring: Collins, Götz**

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.

315 Marine and Freshwater Chemistry**3; not offered 2016-17**

Marine and freshwater environments make up 71 percent of the earth's surface. The chemistry that governs these environments is complicated by a wide array of physical, geological, and biological processes. This course will utilize interdisciplinary case studies to describe the chemical processes in both marine and freshwater systems in light of the physical, biological, and geological influences that govern their behavior. The case studies include bioprecipitation of carbonate and sulfate structures in shallow and deep water marine environments, bioprecipitation of carbonate structures in freshwater environments, marine oxidation/reduction processes, the role of agitation and biotic interactions in gas exchange processes, abiotic precipitation in marine and freshwater environments—kinetic versus thermodynamic controls, surface mediated processes with and without biological intermediaries, and light utilization in marine and freshwater environments. *Prerequisites:* Chemistry 125 and 126, 135 and 136, or 140 with laboratory; Chemistry 245 and 246; one class in either Geology, Biology, or Physics at the 100 or 200 level; and Mathematics 126.

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 Nayak**

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. *Prerequisites:* Chemistry 126 or 140, Physics 156 or 166 or one year of introductory physics for science majors, and Mathematics 126 or equivalent. Mathematics 225 is recommended.

346 Physical Chemistry II: Statistical Thermodynamics, Classical Thermodynamics and Kinetics x, 4 Nayak

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. *Prerequisites:* Chemistry 126 or 140, Physics 156 or 166 or one year of introductory physics for science majors, and Mathematics 126 or equivalent. Mathematics 225 is recommended. Chemistry 345 strongly recommended.

360 Inorganic Chemistry x, 3 Machonkin

This course will explore the fundamentals of chemical bonding, both in main group compounds and transition metal complexes. The first half of the course will begin with atomic theory, then move to molecular orbital theory for diatomic molecules, group theory, and molecular orbital theory for polyatomic molecules. The second half, the course will cover the bonding, spectroscopy, and reactivity of transition metal complexes. Three lectures per week. *Prerequisite:* Chemistry 345.

370 Advanced Methods in Inorganic and Organic Synthesis and Characterization 2, 2 Fall: Collins; Spring: Rokhsana

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, and 345. *Prerequisite (recommended) or corequisite:* Chemistry 360. *Lab fee:* maximum \$20.

388 Environmental Chemistry and Engineering 4; not offered 2016-17

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 the 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. May be repeated for a maximum of six credits. *Prerequisites:* Chemistry 125, 126, 135, 136; or 140; and consent of instructor.

401, 402 Chemistry Seminar 1, 1 Collins

This course will consist primarily of research presentations by scientists from colleges, universities, government labs, and industry. Presentations will span a range of areas of chemistry (organic, inorganic, physical, analytical, biological) and

related disciplines (such as structural biology, materials science, and environmental science). Students will learn to engage with scientific literature by reading primary literature articles authored by the presenters, writing response papers, participating in follow-up discussion with the presenters during the seminar. There will be periodic workshops on critical reading, critical writing and ethics in science. Evaluation is based on attendance, response papers, and participation in the question-and-answer portion of the seminars and in the workshops. Enrollment is limited to juniors and seniors. May be repeated for a maximum of four credits. *Note:* May not be applied to the Chemistry minor.

411 The Organic Chemistry of Drug Design

3; not offered 2016-17

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

1; not offered 2016-17

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.

425 Computational Biochemistry

3; not offered 2016-17

The goal of this course is to develop a comprehensive understanding of the molecular principles necessary to understand the structures and functions of different chemical and biochemical systems using empirical and quantum-mechanical computational techniques. It will allow students to develop and graphically visualize the electronic wave function and its various properties of these systems and validate their findings through experimental data. Laboratory exercises will equip students with various computational tools to study different chemical and biochemical systems. The planned exercises are expected to improve the students' ability to generate chemical models as well as use them in quantitative analyses in further chemistry studies. *Prerequisite:* Chemistry 246.

432 Capillary Electrophoresis

3; not offered 2016-17

From proteomics to pharmaceutical analysis to environmental speciation, capillary electrophoresis separation techniques are increasingly relevant. In this course, students will be introduced to the fundamentals of electrochemistry and fluid dynamics that apply to these techniques. The course will introduce students to an array of techniques, including capillary zone electrophoresis, capillary electrochromatography, and micellar electrokinetic chromatography, through discussion of the primary literature and hands-on laboratory activities culminating with students designing, fabricating and testing their own lab-on-a-chip device. *Prerequisite:* BBMB 335 or Chemistry 240.

447 Physical Organic Chemistry

3; not offered 2016-17

This course will address the quantitative and qualitative study of organic molecules and reactions. Topics to be addressed include thermodynamics, molecular orbital theory, stereochemistry, aromaticity, pericyclic reactions, and reaction mechanisms. The experimental and theoretical methods for elucidating organic reactions will be a major theme of this course. A survey of techniques for studying carbocations will explore methods developed for studying elusive reaction intermediates. Student-led discussion and presentations of readings from the primary chemical literature will be a significant component of this course. *Prerequisite:* Chemistry 246.

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.

456 Advanced Organic Synthesis**x, 3 Collins**

This course will focus on topics in modern organic chemistry with an emphasis on asymmetric transformations. Topics from introductory organic chemistry will be expanded to include enhanced discussion of structure, reactivity, and selectivity in the context of complex molecular synthesis. Issues such as functional group compatibility, steric sensitivity, and stereoselectivity will be discussed using examples of key transformations drawn from the chemical literature. The application of these methods in total synthesis will be explored through review of classic examples. In these discussions, students will gain an appreciation for the strategic and tactical aspects of designing a multistep, asymmetric synthesis. Throughout the semester students will also work to develop their own proposal for the total synthesis of a natural product. Active participation in class discussion and the presentation of work will be a significant component of this class.

Prerequisite: Chemistry 246.

460 Bioinorganic Chemistry**x, 3 Machonkin**

This course will examine the role of trace metal ions in biological systems. Metal ions such as iron, copper, and zinc are essential for life and are required for the function of about one-third of all known enzymes. However, the inherent toxicity of these metals has led to the evolution of cellular machinery to control the uptake, transport, storage, and distribution of trace metals in organisms. This toxicity also has been exploited in the development of several metal-based drugs. The challenges of understanding the roles of trace metals in biological systems have led to the development of novel techniques for their study. The course will survey a selection of these methods, and will examine case studies of metal-containing enzymes, metal ion trafficking, and metal-based drugs. A major portion of this course will be student-led literature reviews, presentations, and discussion of these topics. *Prerequisite:* Chemistry 360 or BBMB 325 or 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.

Prerequisite: two years of college chemistry. Any current offerings follow.

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**1-3, 1-3 Staff**

All students will register for 1-3 credits of Chemistry 490. For students who have met the requirements for Honors in Chemistry, the registration in their final semester will be changed to Chemistry 498 to designate this. Students must have completed at least 1 credit of Chemistry 490 in the previous semester. Students must complete an honors thesis and submit

this to the Library by no later than reading day. Requirements for the honors thesis are provided on the Library website. Students should consult with their research advisor for additional requirements and advice on preparation of the thesis. A seminar presentation on the project is also required. *Prerequisite:* senior standing.

Chinese

Chair: Zahi Zalloua, Foreign Languages and Literatures

Chinese

Donghui He

Qiulei Hu (*on Sabbatical, Fall 2016*)

Wencui Zhao

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

Distribution: Courses completed in Chinese apply to the humanities and cultural pluralism distribution areas.

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: Hu

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, offered summer 2017

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

205, 206 Second-Year Chinese

4, 4 Fall: Zhao; Spring: He

Modern spoken and written Chinese. It provides the student with the opportunity to communicate in Chinese, and read Chinese materials. *Prerequisite:* Chinese 106 or equivalent.

210 Conversational Chinese II

4, offered summer 2017

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. *Prerequisites:* Chinese 206 or its equivalent and admission to the Whitman Summer Studies in China program.

305, 306 Third-Year Chinese

4, 4 Fall: Zhao; Spring: He

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, offered summer 2017**

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. *Prerequisites:* 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: Hu**

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. *Prerequisite:* Chinese 306 or equivalent.

**417 Walk the Walk: Chinese-English Translation Workshop
1; not offered 2016-17**

This will be a hands-on translation workshop. It is designed for students to continue with their Chinese language study beyond existing Chinese language course offerings. We will use materials from print venues as well as cyber space, literary as well as non-literary genres (authentic target language material beyond textbook Chinese) to activate and improve their Chinese language skills through translation. May be repeated for a maximum of two credits. *Prerequisite:* Chinese 306 or equivalent.

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

Any current offerings follow.

**472 ST: Walking the Talk: Chinese English Translation
x, 4 He**

As a branch of applied linguistics, translation is widely used as a pedagogical tool for foreign language acquisition and a means of cross-cultural exchange. Translation is used in this course to develop students' abilities to navigate multiple cultural and linguistic boundaries, as well as to improve their problem solving skills. The course is designed for students who have completed Chinese 305 or the equivalent as an additional venue for Chinese language acquisition as well as for international students who want to improve their writing in English. This course will introduce a broad range of theoretical approaches to translation as a form of cultural and linguistic exchange while focusing on hands-on experience in Chinese-English translation. It is composed of a lecture component, a substantial amount of translation exercises and group/class discussion. The lecture section covers the histories of Sino-English translation, theoretical approaches and methodologies; for translation exercises, students are assigned authentic language material in English as well as Chinese from literary to non-fiction genres, from communication for general purpose to technical writing, to be completed either individually or collaboratively to activate and improve their language skills. For class discussion, students will be asked to theorize their own translation as well as comment on other students' translation in group/class discussion. With this interaction, students from both language groups will be required to be analytical of their own language as well as develop their linguistic skills in the second language with the help of the instructor and native speakers in that language. May be taken for credit toward the Asian and Middle Eastern Studies major. *Prerequisite:* Chinese 305 or equivalent. Distribution area: cultural pluralism or humanities.

**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: Dana Burgess
David Lupher
Kathleen J. Shea
Elizabeth Vandiver

Affiliated Faculty:
Sarah H. Davies, History
Michelle Jenkins, Philosophy
Matthew Bost, Rhetoric Studies

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 52 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.

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. 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.

Distribution: Courses completed in classics apply to the humanities and cultural pluralism (selected courses) distribution areas.

Learning Goals of Classics major: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- Graduating Classics majors will be able to use original language materials in both Latin and Greek in their development of arguments and analyses.
- Though a student may have greater familiarity with either the Greek or the Roman culture, all graduating Classics majors will be able to use materials from the other of the two cultures in developing an argument about the classical world.

- **Communication**

- Graduating Classics majors will be able to develop a sustained written argument.
- Graduating Classics majors will be able to compose mechanically acceptable English prose and to use a formal academic writing style.

- **Critical Thinking**

- Graduating Classics majors will be able to draw upon a breadth of knowledge of the classical world in formulating responses to individual texts.

The Classics major: A minimum of 36 credits including:

- I. Greek 205 (or equivalent) **and** Latin 205 (or equivalent);
- II. eight credits of the following: Latin 355; Greek 365; Latin 375; Greek 375. A minimum of two of these credits must be taken in each language.
- III. Classics 490;
- IV. Classics 139;
- V. eight credits to be drawn from other coursework in Classics;
- VI. four credits of coursework in Greek and/or Roman history from either History 225, 226, 227, or 330, or other courses approved by the department of Classics;
- VII. all classics majors must also complete either Classics 497 or Classics 498.

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.

Learning Goals of Classical Studies major: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Graduating Classical Studies majors will be able to use original language materials from one of the ancient languages in their development of arguments and analyses.
 - Graduating Classical Studies majors will be able to place their arguments and analyses of specific questions into the broad historical context of both ancient cultures.
- **Communication**
 - Graduating Classics Studies majors will be able to compose mechanically acceptable English prose and to use a formal academic writing style.
- **Critical Thinking**
 - Graduating Classical Studies majors will be able to draw upon a breadth of knowledge of the classical world in formulating responses to individual texts.
 - Graduating Classical Studies majors will be able to address the relations between Greek culture and Roman culture.

The Classical Studies Latin major: A minimum of 36 credits including:

- I. Latin 205 (or equivalent); Latin 355; Latin 375;
- II. Classics 490;
- III. Classics 139;
- IV. twelve credits to be drawn from any course in Classics; four of these credits may be drawn from any course in Greek.
- V. eight credits of coursework in Greek and/or Roman history from either History 225, 226, 227, or 330, or other courses approved by the department of Classics.

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

- I. Greek 205 (or equivalent); Greek 365; Greek 375;
- II. Classics 490;
- III. Classics 139;
- IV. twelve credits to be drawn from any course in Classics; four of these credits may be drawn from any course in Latin.
- V. eight credits of coursework in Greek and/or Roman history from either History 225, 226, 227, or 330, or other 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.

The Classical Studies minor: A minimum of 20 credits, including Classics 139; plus 16 additional credits, which may be drawn from any course in Latin or Greek or from any of the following courses: Art History and Visual Culture Studies 224, 226; Classics 130, 140, 200, 201, 217, 221, 224, 226, 227, 309, 311, 312, 319, 371, 377; Environmental Studies 217, 226, 309, 319, 368; History 225, 226, 227, 330.

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

130 Ancient Mythology

4, x Luper

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.

139 Greek and Roman Intellectual History

x, 4 Burgess

Literature, philosophy, art, politics, history, and rhetoric were richly intertwined systems of thought in the ancient world. This course will consider materials that 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.

**140 Gender in Greece and Rome
4; not offered 2016-17**

This course examines constructions of and assumptions about gender and sexuality in ancient Greek and Roman societies. The course uses literary, documentary, archaeological, and visual sources to investigate the societal expectations for women's and men's behavior in both the public and the private spheres. The course examines evidence for the day-to-day realities of ancient Greeks' and Romans' lives. Students will consider what our sources can tell us about how those realities corresponded to or differed from the ideals of gender roles presented in literary texts. The course is interdisciplinary and open to all students. Offered in alternate years.

**200 Special Topics in Classical Studies
4**

Any current offerings follow.

**201 Readings in the Western Philosophical Tradition: Ancient
4, 4 Jenkins**

This course is a survey of some of the central figures and texts in the ancient western philosophical tradition. Readings may include texts from Plato and Aristotle, from the Presocratic philosophers, the later Hellenistic schools (which include the Stoics, Epicureans, and Skeptics), and other Greek intellectuals (playwrights, historians, orators). May be elected as Philosophy 201.

**217 Classical Foundations of the Nature Writing Tradition
4; not offered 2016-17**

The Western nature writing tradition is deeply rooted in models from classical antiquity. In order to appreciate more fully the tradition we will explore the relationship between ancient literature and the natural environment. In our literary analysis of ancient works, we will examine approaches to natural description in several literary genres, which may include the poetic genres of epic, lyric, pastoral, and elegiac, as well as the prose genres of ethnographic history, natural history and travel-writing. Authors may include Homer, Herodotus, Theocritus, Vergil, Ovid, and Pliny. We will consider how these ancient approaches influenced the development of natural description in the modern period and may read works by later authors such as Shakespeare, Milton, and Thoreau. May be elected as Environmental Studies 217.

**221 Introduction to Ancient and Medieval Political Theory
4; not offered 2016-17**

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, x Shea**

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 that contribute some of the ideas which inform the complex and changing concepts of Nature. May be elected as Environmental Studies 226.

227 Greek and Roman Epic**4; not offered 2016-17**

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.

309 Women and Nature in the Ancient World**x, 4 Shea**

As mothers, witches, nymphs, and virgin-huntresses of the wild, women in the ancient world were depicted in roles that denoted a special relationship with nature. Likewise, the natural world was articulated through gendered imagery. In this course we will explore the association of gender and nature in the ancient Greco-Roman world. We will give particular focus to the status of women as intermediaries to nature. We will examine a range of representations of the feminine in literature and art, as well as in ritual and social practice, studying the female role in negotiating society's interactions with nature. Works that we will read and discuss may include the *Homeric Hymns*, plays by Aeschylus and Euripides, and the novel, *The Golden Ass*, by Apuleius. May be elected as Environmental Studies 309. May be taken for credit toward the Gender Studies major.

311 Variable Topics in Plato**4**

Students will engage in an in-depth examination of one or more of Plato's dialogues. This examination may center on a particular dialogue, a particular question or set of questions, or a particular theme as it develops throughout the Platonic corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Philosophy 311. Any current offerings follow.

311 VT: Plato's Republic**4, x Jenkins**

The *Republic* is one of Plato's most famous and influential dialogues. Standing near the heart of the Platonic corpus, the *Republic* is wide-ranging, addressing questions of ethics, moral psychology, education, political philosophy, literary theory, metaphysics, and epistemology. In this seminar, we will engage in a sustained and careful reading of the *Republic* and associated scholarship about the *Republic* with the aim of understanding Plato's arguments and the vision of the just and happy life that he presents within the text. May be elected as Philosophy 311. Distribution area: humanities.

312 Variable Topics in Aristotle**4**

Students will engage in an in-depth examination of one or more of Aristotle's texts. This examination may center on a particular dialogue, a particular question or set of questions, or a particular theme as it develops throughout the Aristotelian corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Philosophy 312. Any current offerings follow.

319 Landscape and Cityscape in Ancient Rome**4; not offered 2016-17**

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this course we will explore how the realms of urban, rural, and wild were articulated in Roman culture, conceptually and materially. We will investigate both how the Romans conceived of the relationship between the built environment of urban space and the natural environment that supported and surrounded it and how they dealt with the real ecological problems of urban life. Central to our study will be an examination of the ways in which the rural and the wild were simultaneously the "other" and a fundamental aspect of Roman self-identity and memory. Ancient authors that we will read in this course may include Cicero, Vergil, Livy, Horace, Ovid, and Vitruvius. May be elected as Art History 226 or Environmental Studies 319.

371 The Roots of Rhetoric: Rhetoric in Western Culture**x, 4 Bost**

Debates over questions of truth versus belief and how to balance emotion, logic, and credibility have found themselves as the center of rhetoric and politics for decades. The very question, "What is rhetoric?," prompts consternation and confusion, dialogue and dissent. Who were the ancient rhetoricians and how did they define the way they used words and argument? What relationships, both positive and negative, did rhetoric forge with philosophy, poetry, historiography, politics and the law? Was rhetoric a skill that could be taught to everyone? This course will begin by investigating the origins of rhetoric in Ancient Greece and follow its transformation in fifth- and fourth-century Athens through close study of the texts of Gorgias, Plato, Aristotle, among others. We will then turn our attention to the art of rhetoric in Ancient Rome from the end of the Republic to Christian late Antiquity through close readings of works by Cicero, among others. Throughout the semester, we will focus on how authors delineated the effects of rhetorical speech as well as on how this special speech transformed perceptions, interpretations, and actions, crafting the earliest notions of rhetorical studies. Course to include a final paper as well as class discussion and participation. This course is open to all students but completion of Rhetoric Studies 230 is advised. May be elected as Rhetoric Studies 330.

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. Open to all students. Offered in alternate years.

490 Senior Seminar**1, x Shea**

A one-hour seminar required of all Classics and Classical Studies majors in their senior year. The course meets once a week and covers techniques of classical scholarship and closely related disciplines. *Prerequisite:* Greek 375 or Latin 375. *Corequisite:* Greek 365 or Latin 355.

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 to senior honors candidates in classics or classical studies. *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. *Prerequisite for 106:* Greek 105 or consent of instructor.

205 Intermediate Ancient Greek**4; not offered 2016-17**

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.

365 Seminar in Classical Greek**2, x Shea**

A reading of selected authors in classical Greek. May be repeated for credit when authors change. *Prerequisites:* Greek 205 or equivalent with consent of instructor.

375 Advanced Classical Greek**x, 4 Burgess**

A reading of selected authors in classical Greek. May be repeated for credit when authors change. *Prerequisites:* Greek 205 or equivalent with consent of instructor.

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, 4 Vandiver**

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. *Prerequisite for 106:* Latin 105 or consent of instructor.

205 Intermediate Latin**4, x Shea**

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.

355 Seminar in Classical Latin**2, x Shea**

A reading of selected authors in classical Latin. May be repeated for credit when authors change. Latin 205 or equivalent with consent of the instructor.

375 Advanced Classical Latin**x, 4 Lupher**

A reading of selected authors in classical Latin. May be repeated for credit when authors change. Latin 205 or equivalent with consent of the instructor.

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

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

Composition

Contact: Lydia McDermott, *Director of the Center for Writing and Speaking*

Courses in composition are designed to enable students across majors and disciplines to advance their writing skills. As such, composition courses serve all divisions. Instructors vary.

Distribution: Courses completed in composition apply to the humanities distribution area.

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. May be elected as Linguistics 107.

170 Language and Writing

4, 4 Fall: Elliott, K. Schlegel; Spring: R. Schlegel

A course designed to introduce students to analytical writing through extensive writing practice and revision. The course provides strategies for invention, development, and editing. Emphasis is placed on analysis and synthesis, with additional attention to language use at the sentence level, including grammar, diction, and syntax.

210 Writing for Diverse Purpose

4

These courses offer proficient writers the opportunity to focus on expository writing for particular audiences and purposes. Students will have the opportunity to practice adjusting their writing styles to meet audience demand. They may engage in revising essays for more specialized or non-academic audiences. Subjects for the section change from semester to semester and year to year in order to provide students a variety of choices for writing practice above the first year-level. Not open to first-year students. Any current offerings follow. May be repeated one time for credit with a different topic.

210 VT: Writing the Truth?

4, x Terry

This intermediate-level course examines composition processes and written rhetoric across genres. Students will develop, research, write, and publish work for audiences and media on- and off-campus, navigating the ethics of writing "truth". How do investigative writers position themselves in relation to their material and issues? What are our responsibilities to our subjects and our audience? What does it mean to call our work "true"? Students work through three phases -- generating ideas and approaches, writing and refining, and reconsidering and reflecting -- to produce an iterative series of fact-based writings and examine the interplay amongst persona, audience, subject, genre, and form. Extensive experimentation is expected. In Fall 2016, students will participate in and contribute to active local discussions of Whitman College's uncertain relationship with its namesake's controversial legacy. Distribution area: humanities.

210 VT: Voice, Style, and Genre

x, 4 Stoberock

What does it mean to develop a "writing voice"? What does it mean to develop "personal style"? How do voice and style remain distinctive while still being flexible enough to meet the demands of a variety of genres? This practical class will emphasize the development of a prose style from the sentence level up while also introducing students to the modes of a variety of nonfiction genres. In addition to a daily emphasis on writing, we will look closely at examples of genre (travel narrative, book review, memoir, etc.) by practitioners such as Woolf, Didion, Michaels, Orwell, and Dillard, considering each writer's stylistic choices and the effects of those choices. Assignments for the course will include short readings, in-class and out-of-class informal writing, formal essays within a variety of genres, and a final portfolio. Distribution area: humanities.

310 The Theory and Practice of Tutoring Writing**2, x McDermott**

This course is designed to prepare you to be an effective and confident writing tutor. It will introduce you to major theories on peer-tutoring, debates concerning the teaching of writing, and practical techniques for dealing with difficult situations in the process of tutoring. You will leave the course having conducted genre-specific research, having developed your own tutoring philosophy, and with a portfolio of strategies for tutoring from yourself and your peers. One of our goals is to create a community of knowledgeable and supportive writing center tutors who can then work as a team within the writing center. Not open to first semester students.

320 Advanced Writing Studies**4; not offered 2016-17**

An advanced course in writing studies for students interested both in advancing understanding of their own writing processes and styles as well as in learning broader theories of composition and rhetoric across the curriculum. Students will study and practice rhetorical devices and genre analysis in order to facilitate flexibility in writing for different academic communities. Not open to first-year students.

Computer Science

Those interested in courses in computer science, please see *Mathematics and Computer Science*.

Dance

Those interested in courses in dance, please see *Theatre and Dance*.

Economics

Chair: Jan P. Crouter
Halefom Belay
Jennifer Cohen

Denise Hazlett
Marian Manic
R. Pete Parcells

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.

Distribution: Courses completed in economics apply to the social sciences and quantitative analysis (selected courses) distribution areas.

Learning Goals:

- **Major-Specific Areas of Knowledge**
 - Students should have an understanding of how economics can be used to explain and interpret a) the behavior of agents (for example, firms and households) and the markets or settings in which they interact, and b) the structure and performance of national and global economies. Students should also be able to evaluate the structure, internal consistency and logic of economic models and the role of assumptions in economic arguments. This understanding is required for the discipline's two broad categories of concepts, theories and reasoning: Microeconomics and Macroeconomics.
- **Communication**
 - Students should be able to communicate effectively in written, spoken, graphical, and quantitative form about specific economic issues.
- **Critical Reasoning**
 - Students should be able to apply economic analysis to evaluate everyday problems and policy proposals and to assess the assumptions, reasoning and evidence contained in an economic argument.
- **Quantitative Analysis**
 - Students should grasp the mathematical logic of standard macroeconomic and microeconomic models.
 - Students should know how to use empirical evidence to evaluate an economic argument (including the collection of relevant data for empirical analysis, statistical analysis, and interpretation of the results of the analysis) and how to understand empirical analyses of others.
- **Citizenship**
 - Students should include an economic way of thinking in their understanding of current events.
 - Students should know how to acquire information from databases of news and periodicals and from primary and secondary data sources.

The Economics major: Economics 100 or 101, 102, 227 (Mathematics 128 or 247, while not ideal, would be an acceptable substitute for Economics 227), 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. Courses taken on a P-D-F basis (including 493, 494) and Economics 498 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, and is only offered in the fall semester.

No more than eight credits earned in domestic or foreign study programs, transfer credits, and/or AP or IB 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, offered only in the spring semester) and an oral exam.

Students contemplating a major or minor in economics are encouraged to take at least a year of calculus, Economics 227 (Mathematics 128 or 247, while not ideal, would be an acceptable substitute), 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 students anticipating a junior semester or year in an off-campus studies program. Students planning to pursue honors in economics are strongly encouraged to complete Economics 327 *Introduction to Econometrics* before their senior year.

The Economics minor: A total of 19 credits to include Economics 100 or 101, 102, 307, 308, and one additional course in economics numbered 310 through 490.

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 (only offered in the fall semester) 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.

The Economics-Mathematics major: Computer Science 167; Economics 100 or 101, 102, 307, 308, 327, 428, plus one additional letter-graded (not P-D-F) course in economics; Mathematics 225, 235, 240, 244, 247, 349, and three additional credits chosen from mathematics courses numbered above 200. Students should note that in addition to Economics 307 and 308, the prerequisites for Economics 327 include Economics 227 (or Math 128 or 247). However, neither Economics 227 nor Mathematics 128 applies toward the minimum major requirements. Economics 493, 494, and other economics courses taken P-D-F may not be used to meet the 27-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.

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.

International Baccalaureate: Students with a score of 6 or higher on the higher level Economics test will receive a total of eight credits for Economics 101 and 102.

Advisory Note on Math 125: Students contemplating a major in Economics, Economics-Environmental Studies or Economics-Mathematics are advised to complete Math 125 or an acceptable equivalent as soon as possible as it is a prerequisite (not a co-requisite) for Econ 307 and Econ 308, and failure to complete Math 125 in a timely manner can significantly delay progress in the major. Acceptable equivalents for Math 125 include appropriate AP credit, transfer credit for an approved course offered by another institution, or completion of Math 126 or above.

100 Principles of Microeconomics and the Environment x, 4 Crouter

This course provides the same coverage of topics as Economics 101, but special emphasis is placed on applying concepts to environmental and natural resource issues. Thus, the focus of this course is principles of microeconomics with applications to environmental and natural resource issues; this course is not about the economics of environmental and natural resource issues. Students pursuing an environmental studies combined major and others interested in the environment are encouraged to take this course. Students who receive credit for Economics 101 cannot receive credit for this course.

101 Principles of Microeconomics

4, 4 Fall: Cruter, Hazlett, Parcels; Spring: Parcels

This course and Economics 100 both introduce 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 100 cannot receive credit for this course.

102 Principles of Macroeconomics

4, 4 Belay, Manic

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

114 Financial Accounting

4, x Manic

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.

215 Behavioral Economics**4; not offered 2016-17**

This course explores the ways individuals systematically deviate from rational economic behavior. Evidence of irrational behavior will be presented in the context of other topics in economics - such as health economics, development economics, and financial economics - with the objective of improving our understanding of decision-making in a variety of settings. There will be discussion regarding the role and capacity of public policy to improve decisions, such as how to share and frame information. Attention will also be given to new economic theories regarding altruism, trust and cooperation.

Prerequisites: Economics 100 or 101.

220 Game Theory**x, 4 Hazlett**

Game theory is the study of strategic decisions made by mutually interdependent individuals. This course emphasizes the roles that information and reputation play in determining strategic outcomes. Applications include patents, cartels, hostile takeovers, labor strikes, predatory pricing, common property problems, central bank credibility, involuntary unemployment, free-rider problems, and voting paradoxes. *Prerequisites:* Economics 100 or 101, and a semester of calculus.

227 Statistics for Economics**4, 4 Parcels**

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 100 or 101, Economics 102, and an understanding of college-level algebra.

258 Global Political Economy**4; not offered 2016-17**

This course will survey the emergence and evolution of the 'world economy' and how that history continues to shape contemporary global dynamics. Drawing upon a range of theoretical perspectives, we will examine structural features of the contemporary global political economy and new and enduring forms of inequality at multiple levels. The course will encourage critical analyses to more adequately understand deepening inequalities between and within economies, and the global insecurities these entail. The course will explore the human economic experience of trade, work, and inequality, using specific cases that connect individuals through microeconomic interactions, especially women and families, to macroeconomic forces. *Prerequisite:* Economics 102.

266 Crime and Punishment**4; not offered 2016-17**

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 the 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. *Prerequisite:* Economics 100 or 101, or consent of instructor.

268 Government and the Economy**4; not offered 2016-17**

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 100 or 101.

277 Global Environmental and Resource Issues**4; not offered 2016-17**

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 100 or 101.

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 100 or 101 and/or Economics 102, depending upon the topic of the course. Any current offerings follow.

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 100 or 101 and Mathematics 125.

308 Intermediate Macroeconomics**4, 4 Fall: Hazlett; Spring: Belay**

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

322 Industrial Organization**4; not offered 2016-17**

This course will explore how firms compete using the latest advances in microeconomic theory. Empirical evidence on real industries will provide a critical analysis of these theories. Primary topics include market structure, performance and resource allocation. Secondary topics include auction theory and information economics. There will be discussion over the role of public policy toward monopoly through anti-trust policies. *Prerequisite:* Economics 307.

327 Introduction to Econometrics**4, 4 Parcels**

Econometrics is concerned with the testing of economic theories through the use of mathematical statistics. This course is an introduction to the science and art of building models and will explore the theory and use of regression analysis to make quantitative estimates of economic relationships. Descriptions of economic reality, testing hypotheses about economic theory, and forecasting future economic activity are topics that will be covered. Simple and multivariate regression will be examined and simultaneous-equation estimation and forecasting will be studied. State-of-the-art econometric software will be used for empirical analysis. *Prerequisites:* Economics 227 (or Mathematics 128 or 247), Economics 307, and 308; or consent of instructor. Students pursuing honors in economics are strongly encouraged to complete this course before their senior year.

338 Applied Macroeconomics**4; not offered 2016-17**

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.

345 Political Economy of Women**4; not offered 2016-17**

This course focuses on the economic conditions women confront in the contemporary world and the historical foundations of these conditions. The course will consider the ways in which reproduction is a precondition for production, how sex matters in economic life, and the ways economic systems shape the distribution of opportunities, resources, and power between women and men. The course uses qualitative and quantitative methods to explore the importance and social construction of women's and men's labor in the economy. The course uses analytical tools such as gender analysis, class analysis, neoclassical economics, and game theory. Open to juniors and seniors only. *Prerequisite:* Economics 101.

349 Wine Economics**4; not offered 2016-17**

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. *Prerequisites:* Economics 307 and 327 or consent of instructor.

358 Introduction to Financial Economics**x, 4 Manic**

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 247), and Economics 307.

388 Labor Economics**x, 4 Belay**

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

393, 394 Special Studies in Economics: Advanced Level**4**

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

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. *Prerequisites:* Economics 307 and 308.

409 Investment Theory and Analysis**4; not offered 2016-17**

This course is intended to provide a theoretical and applied framework for investment management and analysis. Students acquire a framework for understanding returns on financial assets, risk and return, fundamentals of portfolio theory, efficient market hypothesis, and asset pricing models. Other topics include behavioral finance and an introduction to options and futures. *Prerequisites:* Economics 327 and 358.

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 240; Economics 307 and 308.

448 International Finance**x, 4 Hazlett**

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

467 Law and Economics**x, 4 Crouter**

This seminar examines the ways in which the legal system acts as a complement to, and a substitute for, the market system. Specific topics will include property rights, contracts, torts, product liability, and criminal law. *Prerequisite:* Economics 307.

477 Environmental and Natural Resource Economics**4, x Crouter**

The first portion of this seminar deals with environmental economics and establishes a framework with which to view environmental problems. Topics covered include the theory of externalities and the features of different remedies, the evaluation of environmental amenities, and a survey of current environmental policies. The second portion of the course deals with natural resource economics and considers the use of renewable and nonrenewable resources over time.

Prerequisite: Economics 307.

478 Urban Economics**4; not offered 2016-17**

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 247, and Economics 307.

479 Economic Geography**4; not offered 2016-17**

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 (or Mathematics 128 or 247) and 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.

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 or those economics-mathematics students who choose to write an economics thesis. Honors students in economics (or economics-mathematics who choose to write an economics thesis) 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.

English

Chair: Scott Elliott

Sharon Alker

Theresa M. DiPasquale

Adam Gordon (*on Sabbatical, Spring 2017*)

Christopher Leise

Gaurav Majumdar

Mary Raschko (*on Sabbatical, Fall 2016*)

Katrina Roberts

Kisha Lewellyn Schlegel

Adjunct Faculty:

Johanna Stoberock

Robert Schlegel

Jenna Terry

Affiliated Faculty:

Kristen Kosmas, Theatre (*on Sabbatical, Spring 2017*)

Lydia McDermott, General Studies and Writing Center

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. For courses in expository writing, see the Composition section of the catalog and the descriptions for Composition 170, 210, and 320.

Distribution: Courses completed in English apply to the humanities and cultural pluralism (selected courses) distribution areas, with the following exceptions:

Fine arts: 150, 250, 251, 252, 320, 321, 322, and 389

Learning Goals – English Major

- **Major-Specific Areas of Knowledge**

- Upon graduating, English majors will be able to perform sophisticated close readings of literary texts, applying genre-specific literary terminology in demonstrating their understanding of the relationship between form and content. They will be able to demonstrate their familiarity with various approaches to literary studies, to identify the effects of literary allusions, and to investigate the relationship between a text and the culture in which it was written.

- **Accessing Academic Community/Resources**

- They will be able to make good use of library resources and to read and explore literary texts independently.

- **Critical Thinking**

- They will have developed sensitivity to literary aesthetics and style and will be able to analyze texts and discourses in a variety of media--written, performed, visual, and oral; they will be able to synthesize a broad range of information bearing upon the interpretation of these discourses.

- **Communication**

- They will be able to think, speak, and write intelligently about what texts do in their various functions. They will speak and write clearly, confidently, persuasively, and with nuance.

- **Quantitative Skills**

- They will understand the principles of poetic meter and be capable of scanning metrical verse.

- **Research Experience**

- They will be capable of writing an extended literary analysis paper supported by primary and secondary research. They will be capable of identifying literary questions, posing an hypothesis about how the question might be answered, and researching the question through the analysis of primary sources and synthesis of secondary sources.

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

- I. English 290.
- II. 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.
- III. One course in a major English-language writer or writers from English 350, 351, 352, 357. English 367-369 may also count toward the major author requirement when it is so noted in the course description.
- IV. English 491.
- V. 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.

Honors in the major: English Majors do not apply for admission to candidacy for honors. If they wish to pursue honors, senior majors must apply to write a thesis, register for English 497, and proceed to write a thesis that fulfills the requirements for honors as described in the *English Majors' Handbook*. If a senior's thesis proposal is accepted and he or she proceeds to write an honors-level thesis, he or she will be granted Honors in Major Study if he or she:

- earns distinction on his or her Senior Comprehensive Examinations;
- has completed a total of at least 36 credits in English (excluding English 497);
- attains Cumulative and Major GPAs specified in the faculty code (3.300 and 3.500, respectively); and
- earns a grade of A or A- on the thesis.

The Chair of the English Department will notify the Registrar of those students attaining Honors in Major Study no later than the beginning of the third week of April for spring honors thesis candidates, at which time the Registrar will change the thesis course in which they are registered from English 497 to English 498. Two copies of each honors thesis must be submitted to Penrose Library no later than Reading Day.

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

- I. Two period courses in English literature from English 336, 337, 338, 339, 340, 341.
- II. One period course in American literature from English 348, 349.
- III. One course in a major English-language writer or writers from English 350, 351, 352, 357. English 367-369 may also count toward the major author requirement when it is so noted in the course description.
- IV. One additional course in English numbered above 300, except 401 and 402.

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

For courses in expository writing: See Composition 170, 210, and 320.

150 Introductory Creative Writing

4, 4 Fall: Roberts, K. Schlegel; Spring: 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.

176 Introduction to Creative Nonfiction

x, 4 Schlegel

A study of the forms, techniques, and traditions of a shape-shifting genre that can be understood as arising from the long tradition of the "essay." Creative Nonfiction includes forms as diverse as the lyric essay, memoir, profile, critique, rant, and review; inspired and researched, it is a form that transforms lived experience into literary art. The course will explore the writings of literary essayists from antiquity to the present.

177 Introduction to Poetry

4, x Roberts

A study of the forms, strategies, voices, and visions of British and North American poetry across time. An ever-changing art form related to song, poetry predates literacy; today, through imagery, implication, indirection, and other means, poems continue to offer writers and readers ways to give voice to the ineffable. We'll examine how poetic form and content interact, and consider the unique powers and possibilities of poetry's metaphoric language to address all aspects of life.

178 Introduction to Fiction

4, 4 Fall: A. Gordon, Stoberock; Spring: Terry

A study of the forms, techniques, and traditions of fiction across time. Fiction has been said to be a means of imaginative escape, a way to gain deeper understanding of the external world, "the lie through which we tell the truth," and a way to acquire a deep empathy for others. This course will explore the complex power of fiction in a variety of manifestations, from the short story to the novella and the novel.

179 Introduction to Drama**x, 4 Raschko**

A study of plays as literary texts, examining the forms and techniques of drama across cultures and time periods. We will consider the dynamics of reading (as opposed to watching) plays and will discuss how dramatic texts are developed and interpreted through performance.

181, 182 Introduction to Literature and the Humanities**4**

The study of selected texts in the humanities, with particular attention to literature written in English, offered at the introductory level and designed to fulfill the Humanities distribution requirement. These courses are writing intensive (involving at least 18 pages of formal, graded writing assignments and including instruction in academic writing) and involve a substantial amount of reading. Subjects for the section change from semester to semester and year to year in order to provide students with a variety of choices for literary study at the 100-level. Any current offerings follow.

181 VT: Reading Minds: Math, Cognition, Cybernetics, and Science Fiction**4, x DiPasquale**

Human beings have always labored to graph, to enumerate, and to map not only the world around them, but the structures of their own minds and the landscapes and inhabitants of imagined worlds; they have done so using numbers, mathematical symbols, stories, poems, and technology—from the abacus to the microchip. We will read works of nonfiction, science fiction, and poetry that grapple with mathematics, cybernetics, cognition, and the idea of the “post-human.” Texts to be discussed may include Margaret Cavendish, *Poems and Fancies* (1653); Edward A. Abbott, *Flatland* (1884) and the several films based upon it; Karel Čapek, *R.U.R.* (1921); Pierre Teilhard de Chardin, *The Phenomenon of Man* (1955); Stanislaw Lem, *The Cyberiad* (1967); Philip K. Dick, *Do Androids Dream of Electric Sheep?* (1968); Ursula K. LeGuin, *The Dispossessed* (1974); Octavia Butler, *Wild Seed* (1980); Ridley Scott, *Blade Runner* (1982); Donna Haraway, “A Cyborg Manifesto” (1983); Douglas R. Hofstadter, *I Am A Strange Loop* (2007); Emily Galvin, *Do the Math* (2008); and Neal Stephenson, *Anathem* (2008). Distribution area: humanities.

182 VT: Before Harry Potter: The History of British Children’s Literature**x, 4 Alker**

During the eighteenth century, the concept of a literature designed only for children gradually emerged in Britain. While such works were initially very didactic, there was a gradual change in the Romantic and Victorian period to privilege the imagination in both stories and poetry. By the twentieth-century, there was a rich and flourishing tradition which influenced the work of J.K. Rowling. This course will look at selected writings for children from the Romantic period until the late twentieth century, paying particular attention to intertextuality as we move through the texts. We will end with a study of the first novel in J.K. Rowling’s Harry Potter Series, *Harry Potter and the Philosopher’s Stone*. We will be reading the equivalent of a novel a week. Authors may include Edgeworth, Kingsley, Carroll, Stevenson, Macdonald, Nesbit, Grahame, Lewis, Barrie, and Burnett. Distribution area: humanities.

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.

252 Intermediate Creative Writing – Nonfiction

4, x K. Schlegel

An intermediate workshop in creative nonfiction writing, intended to expand knowledge of fundamental techniques, and to familiarize students with many important writers in the genre. Students will write original essays and experiment with strategies and structures through exercises meant to increase their awareness of, and proficiency in, the elements of nonfiction. 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.

290 Approaches to the Study of Literature

4, 4 Fall: Majumdar; Spring: Alker, Majumdar

A course in practical criticism designed to introduce students to some of the approaches that can be used in literary analysis. Not open to first-semester first-year students.

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

x, 4 K. Schlegel

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. *Prerequisites:* English 252, or equivalent, and consent of instructor.

323 Playwriting/Writing for Performance

4; not offered 2016-17

In order to generate a shared vocabulary, we will begin with critical readings of contemporary plays, paying special attention to structure. Reading will be balanced by a great deal of student writing. Students will write during every class period and draft several short plays over the course of the semester. Collectively, we will examine and question our ideas about what a play is and ought to be. Student playwrights will ask essential questions such as: What is my process as a writer? What are my materials as a playwright? What is my aesthetic point of view? Students will gain techniques for writing practice and broaden and refine vocabularies for the discussion of creative writing. They will sharpen critical and evaluative skills of thought, speech, and writing applicable to a variety of disciplines including but not limited to theatre.

Prerequisite: participation in Instant Play Festival writing workshops or 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 Renaissance (English 337), the Restoration and 18th Century (English 338), the Romantic Period (English 339), the Victorian Period (English 340), and 1900-Present (English 341). The specific focus of each course will vary from year to year. Topics in a particular literary period may be taken a total of two times, but only one may count toward the fulfillment of the period course requirement. A second topic taken in a particular literary period may count toward the elective requirement. Any current offerings follow.

336 VT: Writing in the Middle Way

x, 4 Raschko

Medieval authors frequently assert that everything written was written for our instruction. That did not mean, however, that texts should be exclusively pragmatic or pedantically moral. Endeavoring to simultaneously delight and instruct, they often sought what John Gower refers to as the middle way, “somewhat of lust, somewhat of lore.” This course will explore the interplay of aesthetics and utility in literature written across the Middle Ages. Reading verse and prose, fiction and history, we will ask how explicitly entertaining texts could promote social or ethical norms and how works with specific political or religious functions artfully attempted to achieve those ends. Readings will include Old English elegies and riddles, Arthurian legends, select stories from Chaucer’s *Canterbury Tales* and Gower’s *Confessio Amantis*, and one very immoral morality play. Distribution area: humanities.

337 VT: Studies in Renaissance Literature—Love, Sex, and Power in the English Renaissance

4, x DiPasquale

Desire, love, sex, gender, and power—configured variously as aspects of literary, religious, political, and erotic experience—are major themes in English Renaissance texts. Writers of the period deal with these themes in varying ways within a variety of genres. We will not be able to read works from every Renaissance genre, but we will study quite a few: Petrarchan sonnet, dramatic lyric, Ovidian elegy, erotic epyllion, epithalamion, heroic epistle, raunchy novella, courtly treatise, drama, devotional lyric, pastoral lyric, and romance epic. Seeking to appreciate the aesthetic and formal qualities of the works we read as well as the ideas they convey, we will savor the mixture of teaching and delight, imitation and invention, that characterizes the literary culture of the English Renaissance. Distribution area: humanities.

339 VT: Romantic Literature: Romantic Poetry

4, x Alker

This class will explore the reconstruction of poetic genres by the major Romantic poets (Wordsworth, Blake, Coleridge, Shelley, Keats, Byron) in response to literary, cultural, and political revolutions. After analyzing the way their poetry and poetic theories interact with and resist the works of their literary predecessors, we will contrast their work with the poetry of contemporaries. This may include emerging working-class poetry; regional poetry; the work of women writers; abolitionist poetry; and antiquarian and gothic poetry. We will pay particular attention to the representation of nature in these poems, viewing poetic production of the period through an eco-critical lens. Distribution area: humanities.

341 VT: British Literature, 1900 to the Present: Modernist Deviance and its Legacies

4, x Majumdar

As modernism offers several shocks to aesthetic conventions, it also revises moral orthodoxy. We will consider literary revisions of different kinds of propriety, while studying various factors that provoked the condemnation of modernist texts as dangerous or ethically “deviant.” Further, this class will trace the legacies of modernist deviance in contemporary art. Writers may include Joyce, Loy, T. S. Eliot, Woolf, Hamilton, Carter, McEwan, Duffy, and Nichols. We will also study a film by Terry Gilliam, as well as excerpts from British popular music. Distribution area: humanities.

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. Any current offerings follow.

348 VT: The American Literary Emergence, 1620 - 1920

4, x A. Gordon

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 more.

349 VT: American Literature: Modern to Contemporary

x, 4 Leise

A study of select American literary works across genres from the rise of Modernism into the present, with special emphasis on changes and continuities in literary form. Topics may include issues of race, class, and gender; reconsiderations of American “individualism”; and the role of capital, technology, and the corporation in contemporary American culture. Assignments include a carefully researched and well-written term paper. Prior college-level literature coursework is suggested but not required.

350 Chaucer

4; not offered 2016-17

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, x DiPasquale

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. Any current offerings follow.

371 Dramatic Literature: Medieval through Eighteenth Century

4; not offered 2016-17

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. Offered in alternate years.

372 Dramatic Literature: Nineteenth Century to Now**4; not offered 2016-17**

A study of the directions modern dramatic literature has taken from the 19th century to the present. Dramatists to be studied may include Ibsen, Strindberg, Chekhov, Shaw, Brecht, O'Neill, Williams, Miller, Beckett, Pinter, Fornés, Mamet, Kushner, Suzan-Lori Parks, Caryl Churchill. May be elected as Theatre 372. Offered in alternate years.

375 Literary Theory**x, 4 Majumdar**

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 do we read literature? 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 Studies in Colonial and Anti-Colonial Literature**4; not offered 2016-17**

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.

377 Rhetorical Bodies**x, 4 McDermott**

This course examines the rhetorical construction of bodies as well as the ways in which bodies are often used rhetorically. In order to carry out this examination, we will apply a variety of critical rhetorical lenses to written and visual texts. We will be particularly concerned with the intersections of social factors such as gender, race, class, sexuality, and disability and the ways in which these intersections are written on our bodies. We will read texts by classical and contemporary theorists and authors, such as Hippocrates, Quintilian, Judith Butler, Kenneth Burke, Patricia Hill Collins, Debra Hawhee, and Robert McCruer. This course will be writing intensive. May be elected as Rhetoric Studies 380.

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. Any current offerings follow.

387 ST: African American Literature: Is or Was?**4, x Leise**

Recently, Kenneth W. Warren published his controversial book, *What Was African American Literature?* In it, he proposes that writing by black Americans once existed as an identifiable "Negro literature." Since the successes of the Civil Rights movement, however, black Americans no longer face a singular political opposition and therefore no longer all write against the same form of oppression. Warren believes this changed black American writing from a unified entity to many distinctive literatures. This class will test his thesis against a body of novels that span the 20th and 21st centuries, leading up to a fifteen- to twenty-page essay. While there are no prerequisites for this course, students should have familiarity with literature research methods. Authors may include John A. Williams, Toni Morrison, Suzan-Lori Parks, Colson Whitehead, and others. Distribution area: humanities.

387 ST: History of the Book**x, 4 Raschko**

This course examines the relationship between text and technology, studying how the medium of transmission shapes both the substance of English literature and an audience's experience. Readings will explore the composition of medieval manuscripts, the advent of the printing press and the form of early printed books, the interplay of text and illustration, the economics of book production, and censorship. Although the course will primarily focus on book production before 1800,

contemporary book arts and the transition from print to electronic media will be explored as well. Students from all majors welcome. Distribution area: humanities.

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. Any current offerings follow.

389 ST: Extraordinary Visions

x, 4 Elliott

This course will begin with an immersion in the work of writers whose fictions conjure strange and wonderful worlds and happenings, work, which, while departing from the conventions of traditional realism, nevertheless (and enhanced by this departure) delivers important information about the world in which we live. After spending time in the fictional worlds these authors have created, we will write original fictions inspired by this immersion. Work by the following authors may be included: Franz Kafka, Jorge Luis Borges, Gabriel García Márquez, Italo Calvino, Kurt Vonnegut, Donald Barthelme, Haruki Murakami, Steven Millhauser, Aimee Bender, Lydia Davis, and George Saunders. *Prerequisite:* English 250, 251, or 252, or consent of instructor. Distribution area: fine arts.

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. Any current offerings follow.

491A VT: Senior Seminar: Inside/Outside: Literary Cosmopolitanism in Britain

4, x Majumdar

This course will examine three crucial moments of literary cosmopolitanism, as practiced in modern Britain and as staged in the texts of Oscar Wilde, Virginia Woolf, and Salman Rushdie. While studying various forms of aesthetic, cultural, and political suture in these writings, we will interrogate common critical views about an ironic detachment in the work of Wilde; Woolf's inclusiveness and simultaneous elitism; and Rushdie's radical celebration of difference and mixture. We will also explore the concepts of a national culture, patriotism, and "rootedness," as well as idiosyncratic techniques and narrative modes which themselves might reflect cosmopolitan arguments. Alongside theoretical works on cosmopolitanism, we will examine statements of politics or poetics by Wilde, Woolf, and Rushdie for their pluralist impulses. Supplementing our readings with excerpted texts by other modern writers, we will trace a historical trajectory of cosmopolitan literature from colonial tensions in the late nineteenth century to the opportunities and pressures of contemporary globalization. Distribution area: humanities.

491B VT: Senior Seminar: Slavery and American Literature

4, x A. Gordon

This course examines early American literature's confrontation with the institution of slavery. Accounts of slavery were frequently literary bestsellers, embracing styles that ran the gamut from saccharine sentimentalism, attention-grabbing sensationalism, to proto-realist verisimilitude. Slavery was also one of the primary topics through which African-American authors found access into the American literary canon. The course accordingly asks us to think about the ways literature and history intersect, the politics of authorship, and the place of slavery within antebellum print culture. Readings will

include slave narratives, poetry, and fiction by the likes of Phillis Wheatley, Harriet Jacobs, Herman Melville, Charles Chesnutt, as well as the bestselling novel of the American nineteenth century, Harriet Beecher Stowe's *Uncle Tom's Cabin*.
Distribution area: humanities.

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*: 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: Phil Brick, Politics

Eunice L. Blavascunas, Anthropology and Environmental Studies

Emily Jones, German Studies and Environmental Humanities

Amy Molitor, Environmental Studies

Tim Parker, Biology (*on Sabbatical, 2016-2017*)

Lyman Persico, Geology and Environmental Studies

Kathleen Shea, Environmental Humanities/Classics

Donald Snow, Environmental Studies

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

The environmental studies major develops a common core of knowledge through extensive interdepartmental coursework, 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 25 credits in environmental studies (including foundation courses), and combine these credits with an area of 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: Art History and Visual Culture Studies 226/Classics 319/Environmental Studies 319 *Landscape and Cityscape in Ancient Rome*; Classics 217/Environmental Studies 217 *Classical Foundations of the Nature Writing Tradition*; Classics 226/Environmental Studies 226 *Concepts of Nature in Greek and Roman Thought*; Classics 309/Environmental Studies 309 *Women and Nature in the Ancient World*; all offerings of Environmental Studies 202 and 302 *Environmental Humanities*; Environmental Studies 230 *The Cultural and Literary Life of Rivers*; Environmental Studies 235 *The Pastoral, the Wild, and the Commons*; Environmental Studies 247 *The Literature of Nature*; Environmental Studies 308 (*Re*)*Thinking Environment*; Environmental Studies 335/German Studies 335 *Romantic Nature*; Environmental Studies 339/German Studies 339 *Writing Environmental Disaster*; 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**; Environmental Studies 365 *Other Earths: Environmental Change and Speculative Fiction*; Geology 338 *Pages of Stone: The Literature of Geology*; Philosophy 120 *Environmental Ethics*; Philosophy 208 *Ethics and Food: What's for Dinner?*; Philosophy 227/Environmental Studies 227 *Concepts of Nature in Modern European Philosophy*; Philosophy 345 *Animals and Philosophy*; Religion 290/Environmental Studies 202 *ST: Religion, Nature, and Ecology*; 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 *Natural History and Ecology*; Biology 130 *Conservation Biology*; Biology 177 *Ecology of the American West**; Biology 178 *Fundamentals of Marine Biology* (to count as a laboratory course, must be taken concurrently with Biology 179 *Fundamentals of Marine Biology Field Trip*); Chemistry 100 *Introduction to Environmental Chemistry and Science*; all offerings of Environmental Studies 201 and 301 *Environmental Sciences*; Geology 125 *Environmental Geology* (or Geology 110 *The Physical Earth* or Geology 120 *Geologic History of the Pacific Northwest*); Geology 229 *Geology and Ecology of Soils*; Physics 105 *Energy and the Environment*.

Social sciences area coursework: Take a minimum of two of the following courses from different departments: Economics 100 *Principles of Microeconomics and the Environment*; all offerings of Environmental Studies 200 and 300 *Environmental Social Sciences*; Environmental Studies 313 *Communism, Socialism, and the Environment*; History 205 *East Asian Environmental History*; History 231 *Oceans Past and Future: Introduction to Marine Environmental History*; History 232 *Changing Landscapes: Introduction to Terrestrial Environmental History*; History 262 *People, Nature, Technology: Built and Natural Environments in U.S. History*; History 355 *Pacific Whaling 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 229 *Environmental Sociology*; Sociology 349 *Environmental Social Movements*, Sociology 393 *ST: Sociology of Disasters*.

Interdisciplinary coursework: Take a minimum of one of the following courses. Course substitutions for interdisciplinary coursework must be approved by the Environmental Studies Committee. All offerings of Environmental Studies 203 and 303 *Interdisciplinary Studies*; Environmental Studies 259 *Culture, Environment and Development in the Andes*; Environmental Studies 306 *Culture, Politics, Ecology*; Environmental Studies 307 *Beastly Modernity: Animals in the 19th Century*; Environmental Studies 327 *Biodiversity*; Environmental Studies 329 *Environmental Health*; Environmental Studies 353 *Environmental Justice*; Environmental Studies 362 *The Cultural Politics of Science*; Environmental Studies 369 *Food, Agriculture, and Society*; Environmental Studies 408 *SW Western Epiphanies: Integrated Project**; and 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

Patrick Frierson, Philosophy

Kathleen Shea, Environmental Humanities/Classics

Rebecca Hanrahan, Philosophy

Donald Snow, Environmental Humanities

Emily Jones, German Studies and 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 is governed by a subcommittee of the Environmental Studies Committee. The environmental humanities major uses traditions of nature writing, European and American literature, environmental philosophy, and the classics to give direction and focus to inquiry into the values and concepts that may govern our relation to nature. In order to insure an intellectually cohesive program, the student's faculty adviser will review and approve each major's plan for coursework leading to a senior thesis.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Be literate in environmental humanities.
- **Citizenship**
 - Be critically engaged environmental citizens

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): Art History and Visual Culture Studies 226/Classics 319/Environmental Studies 319 *Landscape and Cityscape in Ancient Rome*; Classics/Environmental Studies 217 *Classical Foundations of the Nature Writing Tradition*; Classics/Environmental Studies 309 *Women and Nature in the Ancient World*; English 348 *The American Literary Emergence, 1620-1920*; Environmental Studies 230 *The Cultural and Literary Life of Rivers*; Environmental Studies 235 *The Pastoral, the Wild, and the Commons*; Environmental Studies 247 *The Literature of Nature*; Environmental Studies 308 *(Re)Thinking Environment*; Environmental Studies/German 335 *Romantic Nature*; Environmental Studies/German Studies 339 *Writing Environmental Disaster*; Environmental Studies 349 *Regional Literatures of Place: The West and the South*; Environmental Studies 358 *Ecocriticism*; Geology 338 *Pages of Stone: The Literature of Geology*; 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/Environmental Studies 226 *Concepts of Nature in Greek and Roman Thought*; Philosophy 107 *Critical Reasoning*; Philosophy 117 *Problems in Philosophy*; Philosophy 120 *Environmental Ethics*; Philosophy 127 *Ethics*; Philosophy 208 *Ethics and Food: What's for Dinner?*; Philosophy/Environmental Studies 227 *Concepts of Nature in Modern European Philosophy*; Philosophy 345 *Animals and Philosophy*.

Electives: Take three elective courses, two of which must be 300 or above, from: Art History and Visual Culture Studies 226/Classics 319/Environmental Studies 319 *Landscape and Cityscape in Ancient Rome*; Art History and Visual

Culture Studies 248 *Ways of Seeing: Japanese Art and Aesthetics*; Classics/Environmental Studies 217 *Classical Foundations of the Nature Writing Tradition*; Classics/Environmental Studies 226 *Concepts of Nature in Greek and Roman Thought*; Classics 309/Environmental Studies 309 *Women and Nature in the Ancient World*; English 348 *The American Literary Emergence, 1620-1920*; Environmental Studies 230 *The Cultural and Literary Life of Rivers*; Environmental Studies 235 *The Pastoral, the Wild, and the Commons*; Environmental Studies 247 *The Literature of Nature*; Environmental Studies/German 335 *Romantic Nature*; Environmental Studies/German Studies 339 *Writing Environmental Disaster*; 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**; Environmental Studies 365 *Other Earths: Environmental Change and Speculative Fiction*; Philosophy 120 *Environmental Ethics*; Philosophy 300 *Emerson*; Philosophy 345 *Animals and Philosophy*; Religion 290/Environmental Studies 202 *ST: Religion, Nature, and Ecology*; World Literature 328 *Haiku and Nature in Japan*.

Senior Assessment: Take Environmental Studies 488 *Senior Project* or Environmental Studies 498 *Honors Project*. The senior assessment will also include an hour-long oral examination of the senior thesis.

*Offered only to students admitted to Semester in the West

Honors in the Major: In the Environmental Humanities major, students do not apply for admission for honors candidacy. Students majoring in Environmental Humanities should register for “Environmental Studies 488, Senior Thesis” in their final semester. If at the Senior Thesis Oral Examination, Committee members determine that the thesis written is an honors-level thesis, the student will earn Honors in Major Study, provided that he or she additionally:

- earns distinction in the Senior Thesis Oral Examination,
- attains sufficient Cumulative and Major GPA’s, as specified in the Faculty Code (3.3 and 3.5 respectively),
- earns a grade of A- or above on the thesis.

The Program Director will notify the Registrar of those students attaining Honors in Major Study no later than the beginning of the third week of April, at which time the Registrar will change the thesis course in which each Honors student is registered from ENV5 488 to ENV5 498. Two copies of each Honors Thesis must be submitted to Penrose Library no later than Reading Day.

Environmental Sciences

Nicholas Bader, Geology

Mark Beck, Physics

Lyman Persico, Geology and Environmental Studies

Bryn Kimball, Geology

Frank Dunnivant, Chemistry

Delbert Hutchison, Biology

Tim Parker, Biology (*on Sabbatical, 2016-2017*)

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.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Be literate in the environmental sciences.
- **Citizenship**
 - Be critically engaged environmental citizens

These requirements are in addition to courses required of all environmental studies majors.

Biology-Environmental Studies:

Biology 111; 112; 205; three credits from the Molecular/Cell category; four credits from the Organismal Biology category; eight credits from the Ecology/Evolution category (see Biology Department course descriptions for courses in each category); 489; 490 or 498; 499; Chemistry 125, 126, 135, 136, (or 140), 245; Mathematics 125 or a statistics course (Mathematics 128 or 247, Biology 228, Economics 227, Psychology 210, Sociology 208). 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:

Geology 125 (or 110, or 120), 227, 343, 346, 350, 358, 420, 470, plus one other three- or four-credit geology course numbered 250 or above; Chemistry 125, 126, 135; Biology 115, 130, 177, or a substitution approved by the geology department. Strongly recommended are Geology 480 and courses in meteorology, physics, calculus, and statistics, and additional courses in biology and chemistry.

Physics-Environmental Studies:

Physics 145 or 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, and 244.

Environmental Social Sciences

Jakobina Arch, History (*on Sabbatical, Fall 2016*)

Alissa Cordner, Sociology

Eunice L. Blavascunas, Anthropology and Environmental Studies

Jan P. Crouter, Economics

Nina Lerman, History

Aaron Bobrow-Strain, Politics (*on Sabbatical, Fall 2016*)

Jason Pribilsky, Anthropology, *Chair, Division I*

Philip D. Brick, Politics

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.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Be literate in environmental social sciences.
- **Citizenship**
 - Be critically engaged environmental citizens.

These requirements are in addition to courses required of all environmental studies majors.

Economics-Environmental Studies:

Economics 100 *Principles of Microeconomics and the Environment* or Economics 101 *Principles of Microeconomics*; Economics 102 *Principles of Macroeconomics*; Economics 227 *Statistics for Economics* (Mathematics 128 *Elementary Statistics* or Mathematics 247 *Statistics with Applications*, while not ideal, would be acceptable substitutes); Economics 307 *Intermediate Microeconomics*; Economics 308 *Intermediate Macroeconomics* (Note: Mathematics 125 *Calculus I* is a prerequisite for Economics 307 and Economics 308); Economics 477 *Environmental and Natural Resource Economics*; and one additional course in economics. One additional relevant course in another social science is required (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.

History-Environmental Studies major:

A total of 32 credits in History, consisting of 12 credits in methods and research, 12 credits in geographical areas, and eight credits of electives. The 12 credits from the methods and research must include History 299, History 401, and a 400-level seminar in history. A minimum grade of C (2.0) is required in History 299. The 12 credits from the geographical areas must include at least one 200- or 300-level course in two of the department's seven geographical areas, and one additional course from one of those areas. The eight credits in electives must include two courses in History. Only one of these courses may be at the 100-level. No more than ten transfer credits may be applied to the History requirements.

The 32 credits above must include the following three areas (*note*: courses can be applied to multiple requirements):

Comparisons and Encounters and Pre-modern Courses: A course at any level meeting the department's pre-modern requirement; *and* one course at the 200- or 300-level meeting the department's Comparisons and Encounters requirement.

Core Environmental History Courses: Three courses from the department's offerings in Environmental History, at least one of which must be either History 231 *Oceans Past and Future* or History 232 *Changing Landscapes*. Other Environmental History courses include History 205 *East Asian Environmental History*, History 262 *People, Nature, Technology*, History 355 *Pacific Whaling History*. Applicable recent Special Topics courses are History 150 *Animal, Vegetable, Mineral*, History 279 *ST: Ecologies and Economies*, and History 283 *ST: Environmental History of Latin America*.

Senior year requirements: Take History 401, and successfully complete a senior oral examination in Environmental Studies (in addition to the senior assessment in History, which consists of a book exam, an oral examination and a written field exam). Honors Candidates in History will take History 498 for three credits and Environmental Studies 498 for one credit.

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 100 *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*.

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 229 *Environmental Sociology*; Sociology 367 *History of Sociological Theory*; one course chosen from either Sociology 329 *Environmental Health*, or Sociology 349 *Environmental Social Movements*, or Sociology 353 *Environmental Justice*; 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*. One additional relevant course in another social science is required (see social science area of the environmental studies major requirements).

* Offered only to students admitted to Semester in the West

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 the *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: Altermann, Persico; Spring: Blavascunas**

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 120L *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.

200 Special Topics: Introductory Environmental Social Sciences**3-4**

An introductory course designed to investigate environmentally significant topics in the social sciences. Any current offerings follow.

201 Special Topics: Introductory Environmental Sciences**3-4**

An introductory course designed to investigate environmentally significant topics in the sciences. Any current offerings follow.

202 Special Topics: Introductory Environmental Humanities**3-4**

An introductory course designed to investigate environmentally significant topics in the humanities. Any current offerings follow.

202 ST: Religion, Nature, and Ecology**x, 4 Thayne**

What is "nature"? What is "wilderness"? Where do these ideas come from and what are the politics involved? How are these ideas shaped or inflected by rhetorics or ideologies marked as "religious"? (And what is "religion"?) This class will

trace genealogies for these categories, noting intersections, and will discuss their historical legacies and relevance to us today in a world marked by ecological crises and often intense (and religious) debates on subjects such as land use, climate change, extractive industries, sustainability, etc. The course will consider how rhetorics of religion are deployed in ecological movements and texts, in Indigenous communities, in so-called “nature sports,” in nature writing, in anti-environmental movements and interests, and in what Religious Studies scholar Bron Taylor has called “deep green religion.” May be elected as Religion 290B. May be taken for credit toward the Anthropology major. Distribution area: humanities.

203 Special Topics: Interdisciplinary Studies

3-4

An introductory course designed to investigate environmentally significant topics from an interdisciplinary perspective. Any current offerings follow.

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 as 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 and consent of instructor.

217 Classical Foundations of the Nature Writing Tradition

4; not offered 2016-17

The Western nature writing tradition is deeply rooted in models from classical antiquity. In order to appreciate more fully the tradition we will explore the relationship between ancient literature and the natural environment. In our literary analysis of ancient works, we will examine approaches to natural description in several literary genres, which may include the poetic genres of epic, lyric, pastoral, and elegiac, as well as the prose genres of ethnographic history, natural history, and travel-writing. Authors may include Homer, Herodotus, Theocritus, Vergil, Ovid, and Pliny. We will consider how these ancient approaches influenced the development of natural description in the modern period and may read works by later authors such as Shakespeare, Milton, and Thoreau. May be elected as Classics 217.

220 Internship Project

1-2, 1-2 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.

226 Concepts of Nature in Greek and Roman Thought

4, x Shea

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 that contribute some of the ideas which inform the complex and changing concepts of Nature. May be elected as Classics 226.

227 Concepts of Nature in Modern European Philosophy**4; not offered 2016-17**

This course explores a variety of philosophical conceptions of nature and the natural world in Modern European philosophy, from Francis Bacon to 20th century thinkers such as Heidegger. May be applied toward the Critical Thinking requirement for the Environmental Humanities major or the Humanities Foundation requirement for Environmental Studies majors. May be elected as Philosophy 227.

230 The Cultural and Literary Life of Rivers**x, 4 Shea**

Sources of life-giving water, protectors of borders, images of change and oneness, rivers hold deep symbolic and cultural significance. In this course we will explore the life of the river in the mythological, religious and literary traditions of several ancient and modern cultures. Using comparative approaches we will examine the meaning and value major rivers hold for the people that live around them and their role in shaping cultural identity and religious practice. We will also read several major literary works that make rivers a central aspect of their narrative and will consider how the author writes about the river and its landscape in order to explore wider issues of the human experience.

235 The Pastoral, the Wild, and the Commons**4; not offered 2016-17**

As Aldo Leopold plainly stated in *A Sand County Almanac*, Western societies, from antiquity to the present, have grappled with human-land relations. Recently, the American conservation and environmental movements have intensified these struggles in various efforts to designate public lands, conserve green space, protect family agriculture, and preserve wilderness, wildlife and scenic areas. In this course, we will examine various texts that bring life to life three concepts that lie at the foundations of most conservationist and preservationist action: the pastoral, the wild, and the commons.

Theoretical texts by Leo Marx, Rousseau, Lewis Hyde, Roderick Nash, William Cronon and Kathryn Newfont will form cornerstones of the course. Literary readings may include works by Theocritus, Virgil, Gilbert White, Wordsworth, Frost, Thoreau, Hawthorne, Hurston, Marilynne Robinson, Fitzgerald, and Wendell Berry.

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.

259 Culture, Environment and Development in the Andes**4; not offered 2016-17**

This course focuses on the intersection of two major concerns in global development—environmental sustainability and the self-determination of indigenous communities—as they play out in the Andes region of South America. Environmentally, this mountainous region is home to astounding biotic and geomorphological diversity and concentrations of major watersheds, glaciers, and complex forests. Culturally and politically, the Andes region also stands out as a locus of Latin America's indigenous rights movement. This course asks a series of questions centered on understanding environmental issues and movements from the perspective of indigenous peoples, including: How are pressing environmental changes altering indigenous livelihoods and how are indigenous groups responding to these challenges? How do indigenous movement politics rooted in struggles for sovereignty and legal recognition intersect with global environmental concerns and social movements to address climate change, water resources, and biodiversity? How do approaches to development that take seriously nature-culture connections address issues of indigenous livelihoods and sustainability and in what ways do they fail? Readings will draw from anthropology, geography, global health, political theory, journalism, and history. This course builds on Anthropology 102, but it is not required. May be elected as Anthropology 259, but must be elected as Environmental Studies 259 to satisfy the interdisciplinary course requirement in environmental studies.

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. Any current offering follows.

**260 VT: Geology in the Field: Mojave Desert
x, 1 Persico**

Course will introduce students to the world-class geology and ecology of the Mojave Desert. The class will also explore the unique environmental issues of the Mojave including water resource management, alternative energy, nuclear waste, and anthropogenic impacts to ecosystems. Includes 9 day field trip and camping. *Corequisite:* Geology 258.

300 Special Topics: Environmental Social Sciences**3-4**

An upper level course designed to investigate environmentally significant topics in the social sciences. Any current offerings follow.

301 Special Topics: Environmental Sciences**3-4**

An upper level course designed to investigate environmentally significant topics in the sciences. Any current offerings follow.

302 Special Topics: Environmental Humanities**3-4**

An upper level course designed to investigate environmentally significant topics in the humanities. Any current offerings follow.

303 Special Topics: Interdisciplinary Studies**3-4**

An upper level course designed to investigate environmentally significant topics from an interdisciplinary perspective. Any current offerings follow.

306 Culture, Politics, Ecology**4, x Blavascunas**

This seminar examines a range of approaches to the analysis of ecological and social processes, drawing on interpretations of different socio-ecological studies in anthropology and geography. Covers cultural ecology and political ecology. Topics include human/environment relations through the lens of gender, race, class, livelihoods, the topic of nature and nature conservation, local knowledge, resistance and resilience, environmental discourses, social movements and the connections between production and consumption. Students will gain an understanding of how hierarchies, privilege, status and power shape patterns of natural resource use; who and what causes environmental problems; and what the solutions might be. May be elected as Anthropology 306 but must be elected as Environmental Studies 306 to satisfy the interdisciplinary course requirement in environmental studies.

307 Beastly Modernity: Animals in the 19th Century**4; not offered 2016-17**

Many people think that history has to be focused on humans. Furthermore, the modern era can seem like a period of minimal cohabitation with animals. But many of the dramatic changes in the nineteenth-century world in the transition to modernity were irrevocably linked to the ways that humans interacted with, used, and thought about other animals. By investigating human history around the globe with an eye to the nonhuman actors within it, you will learn more about the different ways that humans relate to other animals and the importance of other living beings in human lives in Europe, the Americas, Asia and Africa. This course considers the factors that shaped some of the most important trends in modern history, including: more extensive and faster transportation networks, modern urban design, scientific research, how nature

is used as a resource, and the global increase in mass extinctions and invasive species. Class will be discussion-based, including in-class debates and a presentation of your final research paper. May be elected as History 307 but must be elected as Environmental Studies 307 to satisfy the interdisciplinary course requirement in environmental studies.

308 (Re)Thinking Environment

4, x Jones

Pairing post-nature, abstract, and non-traditional theories of space and place with pieces of literature that push the boundaries of our understanding of environment, this advanced course encourages students to reconsider environment beyond the natural. The course will engage at a high level with post-natural, toxic, post-industrial and gendered environments alongside a variety of human habitats including the urban, domestic, and transient. Authors may include Sloterdijk, Augé, Buell, Tuan, Jackson, Boym, Sebald, Döblin, Goethe, Handke, and others. Regular readings in both theory and literature will be accompanied by substantial analytical writing assignments and in-class discussion.

Prerequisite: any Environmental Humanities course or consent of instructor.

309 Women and Nature in the Ancient World

x, 4 Shea

As mothers, witches, nymphs, and virgin-huntresses of the wild, women in the ancient world were depicted in roles that denoted a special relationship with nature. Likewise, the natural world was articulated through gendered imagery. In this course we will explore the association of gender and nature in the ancient Greco-Roman world. We will give particular focus to the status of women as intermediaries to nature. We will examine a range of representations of the feminine in literature and art, as well as in ritual and social practice, studying the female role in negotiating society's interactions with nature. Works that we will read and discuss may include the *Homeric Hymns*, plays by Aeschylus and Euripides, and the novel, *The Golden Ass*, by Apuleius. May be elected as Classics 309. May be taken for credit toward the Gender Studies major.

313 Communism, Socialism, and the Environment

4; not offered 2016-17

In an age where many associate climate change and environmental destruction with capitalism, what can we learn from the history, ideology and practice of socialism and communism? Was communism uniformly destructive to the environment, marked by catastrophes like the Chernobyl meltdown or the nightmarish geoengineering of Three Gorges Dam in China? What are the unexpected environmental surprises or sustainable aspects of the communist experiment, inadvertent as well as purposeful? This course provides both political theory and case studies to examine what was state socialism, the Communist Party, the experience of living in a Communist country. The course will draw on materials from environmental history, post-socialist anthropology and political ecology to explore the lived realities and utopian projects of communism and socialism. Course draws examples from around the world, including eastern Europe, China, Vietnam, Cuba, Brazil and Tanzania. May be elected as Anthropology 313, but must be elected as Environmental Studies 313 to satisfy the social science course requirement in environmental studies.

319 Landscape and Cityscape in Ancient Rome

4; not offered 2016-17

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this course we will explore how the realms of urban, rural, and wild were articulated in Roman culture, conceptually and materially. We will investigate both how the Romans conceived of the relationship between the built environment of urban space and the natural environment that supported and surrounded it and how they dealt with the real ecological problems of urban life. Central to our study will be an examination of the ways in which the rural and the wild were simultaneously the "other" and a fundamental aspect of Roman self-identity and memory. Ancient authors that we will read in this course may include Cicero, Vergil, Livy, Horace, Ovid, and Vitruvius. May be elected as Art History 226 or Classics 319.

327 Biodiversity

4; not offered 2016-17

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.

329 Environmental Health 4; not offered 2016-17

Environmental health issues are inherently interdisciplinary. This seminar-style course will examine how the natural, built, and social environments impact human and environmental health outcomes. The course will draw on research articles, theoretical discussions, and empirical examples from fields including toxicology, exposure science, environmental chemistry, epidemiology, sociology, history, policy studies, and fiction. Particular attention will be paid to the use of science to develop regulation, the role of social movements in identifying environmental health problems, and inequalities associated with environmental exposures. This course will be reading, discussion, and writing intensive. May be elected as Sociology 329, but must be elected as Environmental Studies 329 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisites:* Environmental Studies 120 and 207.

335 Romantic Nature x, 4 Jones

Why does nature inspire us? Where did our understanding of nature come from? We have inherited our interactions with nature from a variety of sources: The Enlightenment was marked by political, intellectual, and scientific revolution and attempted to explain the world through science. The Romantics, on the other hand, reacted by trying to restore some mystery to Nature and to acknowledge its sublime power. This Nature ideal spread throughout Europe and then on to America, where European Romanticism inspired writers like Emerson, Thoreau, Whitman, and their contemporaries' nature writing, which continues to exert influence on the American understanding of the natural world. This course will look at where American Transcendentalists and Romantics found inspiration. Students will read key literary and philosophical texts of the Romantic period, focusing on Germany, England, and America and explore echoes of these movements in the twentieth and twenty-first centuries: How do the Romantics continue to influence the discourse of environmentalism in America and around the world? Is the Romantic impulse at work in the establishment of the national parks system? Can we see echoes of the Romantic Nature ideal in narratives of toxic, post-industrial landscapes? May be elected as German Studies 335.

339 Writing Environmental Disasters 4; not offered 2016-17

From natural disasters (earthquakes, floods, storms) to man-made ecological catastrophe (nuclear accidents, oil spills, the thinning ozone layer), environmental disaster inspires fear, rage, and action. This course will focus on fiction and non-fiction that meditates on these events and our reactions to them. We will examine the ways in which literature and the other arts depict disaster, how natural disaster descriptions differ from those of man-made environmental crisis, whether humans can coexist peacefully with nature or are continually pitted against it, and how literature's depiction of nature changes with the advent of the toxic, post-industrial environment. Authors discussed may include Kleist, Goethe, Atwood, Ozeki, Carson, Sebald, and others. May be elected as German Studies 339.

340 Environmental Radicals in Literature 4, x Snow

Much contemporary environmental thought provides a radical critique of industrial and postindustrial 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, 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 other's 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 2016-17**

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, Cormac McCarthy, and James Welch. In addition, films may be used to illustrate the peculiar burden of the contemporary western writer. Offered in alternate years.

353 Environmental Justice**x, 4 Corder**

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:* prior coursework in Sociology or Environmental Studies 120, or consent of instructor.

358 Ecocriticism**4; not offered 2016-17**

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. *Prerequisite:* acceptance into the Semester in the West Program.

362 The Cultural Politics of Science**4; not offered 2016-17**

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. May be elected as Anthropology 360, but must be elected as Environmental Studies 362 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisites:* Environmental Studies 120 and 207.

365 Other Earths: Environmental Change and Speculative Fiction**4; not offered 2016-17**

As scientists in the recently-christened Anthropocene contemplate solutions to the crises of climate change, growing energy needs, species extinction, and population growth, the language of science grows ever closer to that of science fiction. In literary and artistic representations of these crises, some find conventional, non-speculative fictions lacking, focusing primarily on the present and the past. Speculative fiction, however, provides us with a language to think about the future. This course will engage seriously with works of science fiction ranging from H. G. Wells and Kurt Vonnegut to Ursula K. Le Guin and Kim Stanley Robinson, exploring ways in which these works use the language of science and speculative futures to explore that which is most human. We will study literary representations of climate change and its possible solutions, non-humans and post-humans, future Earths and other worlds in order to understand how it is that we as humans interpret, react to, and struggle against the emergent conditions which challenge our very survival. Students will practice a variety of approaches to literary analysis. This course will also explore the role of artistic representations of the environment in shaping our understanding of the environment and of environmental crisis.

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. Any current offerings follow.

369 Food, Agriculture, and Society**4; not offered 2016-17**

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 Politics 369, but must be elected as Environmental Studies 369 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 website. Required of, and open only to students accepted to Semester in the West. *Prerequisite:* 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. *Prerequisite:* admission to field program approved by the Environmental Studies Committee for interdisciplinary credit. Any current offerings follow.

479 Environmental Citizenship and Leadership**2, 2 Fall: Persico and Snow; Spring: Blavascunas and Brick**

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 adhere to 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 the relevant departmental heading in this catalog.

Biology 115 <i>Natural History and Ecology</i>	Geology 301 <i>Hydrology</i>
Biology 122 <i>Plant Biology</i>	History 150 <i>Animal, Vegetable, Mineral</i>
Biology 125 <i>Genes and Genetic Engineering</i>	History 232 <i>Changing Landscapes</i>
Biology 127 <i>Nutrition</i>	History 205 <i>East Asian Environmental History</i>
Biology 130 <i>Conservation Biology</i>	History 262 <i>People, Nature, Technology: Built and Natural Environments in U.S. History</i>
Biology 215 <i>Plant Ecology</i>	History 231 <i>Oceans Past and Future</i>
Biology 277 <i>Ecology</i>	History 355 <i>Pacific Whaling History</i>
Biology 327 <i>Biology of Amphibians and Reptiles</i>	Philosophy 120 <i>Environmental Ethics</i>
Biology 350 <i>Evolutionary Biology</i>	Philosophy 127 <i>Ethics</i>
Chemistry 100 <i>Introduction to Environmental Chemistry and Science</i>	Philosophy 345 <i>Animals and Philosophy</i>
Chemistry 388 <i>Environmental Chemistry and Engineering</i>	Physics 105 <i>Energy and the Environment</i>
Economics 100 <i>Principles of Microeconomics and the Environment</i>	Politics 119 <i>Whitman in the Global Food System</i>
Economics 277 <i>Global Environmental and Resource Issues</i>	Politics 124 <i>Introduction to Politics and the Environment</i>
Economics 477 <i>Environmental and Natural Resource Economics</i>	Politics 147 <i>International Politics</i>
Geology 125 <i>Environmental Geology</i>	Politics 287 <i>Natural Resource Policy and Management</i>
Geology 130 <i>Weather and Climate</i>	Politics 309 <i>Environment and Politics in the American West</i>
Geology 250 <i>Late Cenozoic Geology and Climate Change</i>	Politics 339 <i>Nature, Culture, Politics</i>
	Religion 227 <i>Christian Ethics</i>
	Sociology 229 <i>Environmental Sociology</i>
	Sociology 348 <i>Technology and Society</i>

Sociology 349 *Environmental Social Movements*

Sociology 353 *Environmental Justice*

Film and Media Studies

Director: Robert Sickels
Tarik Elseewi

Affiliated Faculty:

Charly Bloomquist, Art
Jessica Cerullo, Theatre (*on Sabbatical, Spring 2017*)
Keith Farrington, Sociology (*on Sabbatical, 2016-2017*)

Heather Hayes, Rhetoric Studies
Donghui He, Chinese
Kristen Kosmas, Theatre (*on Sabbatical, Spring 2017*)
Justin Lincoln, Art (*on Sabbatical, Spring 2017*)
Paul Luongo, Music (*on Sabbatical, Spring 2017*)
Charles McKhann, Anthropology (*on Sabbatical, 2016-2017*)

Christopher Petit, Theatre
Matthew Reynolds, Art History and Visual Culture Studies
David Schmitz, History
Yukiko Shigeto, Japanese
Lisa Uddin, Art History and Visual Culture Studies (*on Sabbatical, Spring 2017*)

Film and Media Studies (FMS) is an interdisciplinary program that enriches understanding of the complexity of media culture by providing a solid grounding in the theory, history, production, interpretation, and criticism of a wide variety of media texts, thus preparing its students to better understand, analyze, and participate in contemporary society.

Distribution: Courses completed in FMS apply to the humanities distribution area with the following exceptions:

Cultural pluralism or humanities: 340 and 345

Fine arts: 260 and 360

Learning Goals: Students completing a major in FMS will demonstrate an understanding of the histories, technologies, and social and cultural contexts of a range of media. Specifically, FMS pursues a broader, liberal arts approach to film and media studies so that students will:

- Be exposed to a broad range of media across historical eras and international borders so they will be familiar with major trends in media within specific historical and national contexts.
- Learn research skills and methods, disciplinary vocabulary, and an array of theoretical perspectives and be able to apply them so as to convincingly write and speak about media from a range of academic approaches.
- Understand the relationship between varying media and its creators, audiences, representations, and industrial and cultural contexts and be able to write essays or participate in discussions connecting media texts to these concepts.
- Acquire the skills necessary to take part in creative, effective, technically competent, and insightful media production.
- Have the knowledge to write intellectually grounded essays or engage in informed discussions about the role of media in contemporary global culture.

The Film and Media Studies major: A minimum of 34 credits including FMS 160, 170, and 387. The remaining elective credits may be completed from the list of courses below, as well as other elective courses offered by the FMS program. Students may substitute up to eight of the elective credits with program-approved film and media studies transfer credits. Department policy does not allow a P-D-F grade option for courses within the major.

Senior assessment: The senior assessment, administered during the student's senior year, is an in-depth oral exam that focuses on coursework in the major completed at Whitman.

The Film and Media Studies minor: A minimum of 20 credits in Film and Media Studies, including 160 or 170. The remaining elective credits may be completed from the list of courses below, as well as other elective courses offered by the FMS program. Students may substitute up to four of the elective credits with program-approved film and media studies transfer credits. Department policy does not allow a P-D-F grade option for courses within the minor.

The following courses are available for the major or minor:

- Anthropology 312 *Ethnographic Film Studies*
 Anthropology 325 *The Anthropology of New/Digital Media*
 Art 103 *Foundations: Art and Public Engagement*
 Art 104 *Foundations: Digital Processes and Production*
 Art 109 *Foundations: Optical Imaging*
 Art 114 *Foundations: Maker Spaces and Culture*
 Art 123 *Beginning Photography*
 Art 125 *Beginning Digital Printing*
 Art 180 *Beginning New Genre Art Practices*
 Art 223 *Intermediate Photography*
 Art 225 *Intermediate Digital Printing*
 Art 280 *Intermediate New Genre*
 Art 323 *Advanced Photography*
 Art 325 *Advanced Digital Printing*
 Art 380 *Advanced New Genre*
 Art History and Visual Culture Studies 230 *The Social Life of Photography*
 Art History and Visual Culture Studies 235 *Race and American Visual Culture*
 Art History and Visual Culture Studies 237/Theatre 357 *Theory and Performance*
 Art History and Visual Culture Studies 253 *Art and the Moving Image*
 Art History and Visual Culture Studies 351 *Los Angeles: Art, Architecture, Cultural Geography*
 Art History and Visual Culture Studies 354 *Race, Ethnicity, and the Urban Imaginary*
 French 409/World Literature 309 *French National Cinemas*
 History 290 *History and Sociology of Rock n' Roll*
 Interdisciplinary Studies 230 *ST: Thinking Digitally: Data and Culture*
 Religion/Film Media Studies 307 *Mediating Religions*
 Rhetoric Studies 260 *Visual Rhetoric*
 Rhetoric Studies 341/Sociology 341 *The Rhetoric of Hip Hop*
 Sociology 290 *Sociology and History of Rock n' Roll*
 Theatre 125 *Beginning Acting I*
 Theatre 126 *Beginning Acting II*
 Theatre 222 *Digital Rendering 3-D Environments*
 Theatre 225 & 226 *Intermediate Acting*
 Theatre 320 *Directing for the Theatre*
 Theatre 357 *Theatre and Performance*
 Theatre 466 *Director in the Theatre II*
 World Literature 301 *Chinese Literature and Film Adaptation*
 World Literature 307 *Visual Narrations: The Art and Architecture of the Graphic Novel*
 World Literature 325 *Imagining Community through Contemporary Japanese Fiction and Film*
 World Literature 330 *Introduction to Chinese Cinema*
 World Literature 338 *Undoing the Japanese National Narrative through Literature and Film*
 World Literature 349 *China through the Cinematic Eye*

150-155 Special Topics in Film and Media Studies

1-4

Topics in Film and Media Studies not generally considered in other courses offered by the department. Materials will vary from semester to semester and may cover subjects, developments, and concepts from early times to the present. Lectures, discussions, tests, papers, and/or weekly screenings. May be repeated for credit. Any current offerings follow.

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 required weekly film screenings. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor.

170 Introduction to Television Studies

x, 4 Elsewi

This course explores world culture through an analysis of what is arguably its central medium: television. Tracing the medium from its origins in radio to its digital future, we will investigate television as a site of identity formation, controversy, political power, and artistic experimentation. The course will also consider television in terms of industrial production and audience reception, including the rapidly changing practices associated with television viewing in the 21st century. Lectures, discussions, tests, and required weekly screenings.

220 Identity, Gender, & Media

4; not offered 2016-17

This introductory-level class explores the relationship between media and multiple forms of “identity.” By critically exploring and deconstructing normative concepts of gender we shall open critical space to investigate other kinds of identity produced in and through media such as national, religious, ethnic, and class identities. We will focus on contemporary and historically specific examples such as radio and the construction of national identity in the 1920s; television and the production of the domestic housewife in the 1950s; and contemporary marketing techniques and the construction of impossible female bodies. We will bring feminist thought, critical theory, and cultural studies together with specific examples in order to analyze “identity-talk” in film, radio, television, and the Internet. The ultimate goal of this class is to produce an awareness of the different kinds of techniques that bring power and media together to create politically useful identities. Required weekly screenings. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor.

230 Science Fiction & Society

x, 4 Elsewi

Although long-derided as genre fiction, pulp, or simple entertainment, analyzing science fiction film and television can yield important clues about shared social anxieties and hopes. In this class we will critically evaluate utopian and dystopian visual science fiction and fantasy through various lenses including: aesthetics, industrial concerns, politics, gender, and genre. We will screen various examples of science fiction and fantasy film and television (such as *Metropolis*, *2001: A Space Odyssey*, *Star Wars*, *Avatar*, *Battlestar Galactica*, and *Lord of the Rings*) and also discuss the use of science fiction and fantasy in video games. Required weekly screenings.

250-255 Special Topics in Film and Media Studies

1-4

Topics in Film and Media Studies not generally considered in other courses offered by the department. Materials will vary from semester to semester and may cover subjects, developments, and concepts from early times to the present. Lectures, discussions, tests, papers, and/or weekly screenings. May be repeated for credit. Any current offerings follow.

260 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. Open to Film and Media Studies majors; open to other students with consent of instructor. *Prerequisite:* Film and Media Studies 160 or consent of instructor.

307 Mediating Religions

x, 4 Elsewi and Osborne

This course will engage with philosophy, religious studies, phenomenological theory, post-colonial and cultural studies scholarship in order to critically analyze mediated religion and other parts of social life on a global scale. We will consider the many meanings of mediation, from the larger social level of mass communication to the individual level of the body, in which larger beliefs are individually mediated through ritual and performance. Themes that may receive attention include: the use of electronic fatwas in modern Muslim societies; the rise of American televisual evangelism; the global and local markets for religious cultural products; the representation of religious identities—particularly the rise of Islamophobia—in media; and the prominence of fundamentalist and nationalist religious politics across the globe. Lectures, discussions, and tests. May be elected as Religion 307. When Film and Media Studies 307 is not offered, Religion 307 may be taken for credit toward the Film and Media Studies major. May be taken for credit toward the Asian and Middle Eastern Studies major.

330 Media, Politics, & Power

4; not offered 2016-17

This class will explore the complex, interdependent relationships between media and politics in the articulation of power. Not taking any of our terms for granted, we will question what is meant by politics, how different forms of power are articulated openly or discreetly in public life, and how different forms of media enter the process in different ways. While the bulk of our focus will be on media, power, and politics in the United States, we will also question the tensions between media and power globally by studying patterns of media distribution and military, economic, and political power. Along the way we shall come into critical acquaintance with the public sphere theories which have their origin in the work of Jurgen

Habermas, cultural identity and representation as expressed by Stuart Hall, and discipline, governmentality, and subjectivity as expressed by Michel Foucault, and the political economic theories of Karl Marx. Required weekly screenings. May be taken for credit toward the Politics major and Rhetoric Studies major.

340 Globalization, Culture, & Media
4; not offered 2016-17

This class will examine transnational media (including television, film, electronic networks, and mobile telephony) from aesthetic, economic, political, and critical theoretical perspectives. We will look at the role that media narratives play in enculturating viewers within and across physical, cultural, and linguistic borders. With an eye towards avoiding simplistic binaries such as East/West, Global/Local, or Good/Bad, we will explore the complex and contradictory impulses of global culture and globalization from multiple theoretical perspectives and academic disciplines drawing on cinema studies, postcolonial theory, literary theory, anthropology, political theory, cultural geography, and cultural studies. Required weekly screenings.

345 The Middle East in Cinema & Media
4, x Elseewi

This course examines visual texts (primarily film and television) in which the Middle East is represented and represents itself. This class is concerned with how the “Middle East” is represented in the West and also with how the region represents itself in film and media. We will look at issues of representation; religion; nationalism; gender; and ethnic identities. In addition to critically, aesthetically, and culturally analyzing films from the Arab, Persian, Turkish, and Hebraic Middle East, we will also look at the role of media in articulating politics and identity. We will focus on Middle Eastern auteurs and the political economies of the culture industries that frame their work. Along the way we will be guided by cultural studies and post-colonial theorists. Required weekly screening. May be taken for credit toward the Asian and Middle Eastern Studies major or Race and Ethnic Studies major.

360 Advanced Film Making
x, 4 Sickels

In this intensive workshop course students will produce documentary films and commercials. Extensive lab time required. May be repeated for credit as space allows. *Prerequisite:* Film and Media Studies 160 and 260, or consent of instructor. Priority given to Film and Media Studies majors.

365-370 Special Topics: Studies in Film & Media Studies
1-4

Topics in Film and Media Studies not generally considered in other courses offered by the department. Materials will vary from semester to semester and may cover subjects, developments, and concepts ranging from early times to the present. Lectures, discussions, tests, papers and/or weekly screenings. May be repeated for credit. Any current offerings follow.

372 “Mean Streets and Raging Bulls”: The Silver Age of Cinema
x, 4 Sickels

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.

373 “The Genius of the System”: The Golden Age of Cinema
4; not offered 2016-17

In tracing film history from its late nineteenth century beginnings to the 1950s, students in this course will study the era known as the American cinema’s “golden age,” during which the Hollywood Studio System dictated virtually all aspects of filmmaking. Texts will likely include works by Ford, Hitchcock, Curtiz, Hawks, Capra, Sturges, and others. Lectures, discussions, papers, and weekly film screenings.

387 Film & Media Studies Theory**4, x Elsewi**

Using a variety of critical theories, this course focuses on the analysis of film and various other media forms. 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 media has in our lives. Open to Film and Media Studies majors; open to other students with consent of instructor.

401, 402 Independent Study**1-4, 1-4 Staff**

Studies of film and media 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 course. *Prerequisite:* consent of instructor.

498 Honors Thesis**x, 4 Staff**

Research and writing of a senior honors thesis. Open only to and required of senior honors candidates in Film and Media Studies. *Prerequisite:* admission to honors candidacy.

Foreign Languages and Literatures

Chair: Zahi Zalloua, Foreign Languages and Literatures

Please refer to the *Chinese, French, German Studies, Japanese, and World Literature* 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: Courses in foreign languages and literatures and world literature apply to the humanities or cultural pluralism areas, with the following exceptions:

No distribution: independent studies in world literature or languages other than Chinese and Japanese

Cultural pluralism only: Chinese 491, 492; Japanese 491, 492

101-104 Special Topics in Foreign Languages

2-4

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

181, 182 Independent Study

1-3, 1-3 Staff

Directed study at the beginning level of a language not regularly taught at Whitman. The proposed course of study must be approved by the Department of Foreign Languages and Literatures. Offerings will depend on the availability of instructional faculty. *Prerequisite:* consent of instructor.

220-222 Special Topics in Foreign Languages

1-4

Occasional offering of courses in foreign languages not regularly taught at Whitman. *Prerequisites:* consent of instructor. Distribution area: none. Any current offerings follow.

281, 282 Independent Study

1-3, 1-3 Staff

Directed study at the intermediate level of a language not regularly taught at Whitman. The proposed course of study must be approved by the Department of Foreign Languages and Literatures. Offerings will depend on the availability of instructional faculty. *Prerequisite:* consent of instructor.

French

Chair: Zahi Zalloua, Foreign Languages and Literatures

French

Sarah Hurlburt (*on Sabbatical, Fall 2016*)

John Iverson

Adeline Rother

Nicole Simek, *Chair, Division II*

Courses in French develop critical, linguistic, and cultural competence through the study of topics in French and Francophone language, literature, and cinema. In addition to language proficiency, 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.

The French faculty also offer courses in French literature, history, culture, and film under the rubric of World Literature. These courses, taught in English, are open to 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 website of the Registrar.

Distribution: Courses completed in French apply to the humanities and cultural pluralism distribution areas, with the following exceptions:

No distribution: 260, 491, 492

Learning Goals: Courses in French develop critical skills and cultural and linguistic proficiency through the interpretation of French-language literatures and medias. The successful French major will be an engaged, self-aware reader, able to analyze a broad range of cultural production, from literary text to historical document to popular media. They will be able to formulate their ideas clearly, orally or in written form, displaying awareness of and respect for cultural specificity. They will be able to articulate some of the ways in which French-language cultures create knowledge and express ideas, displaying an awareness of how language itself and different social and cultural contexts influence their own perspectives on the world. In order to become just such a reader, the French major will develop of a set of interrelated literary, linguistic and cultural competencies, articulated below.

- **Literary Analysis**

- Study in French allows students to develop specialized skills in literary analysis critical to effective engagement with a range of aesthetic and social questions. Upon graduation, a student will be able to:
- Analyze the structure of literary texts across genres, media (written, aural, visual), and Francophone cultures;
- Distinguish between unreflective aesthetic impressions and evidence-based interpretations and judgments of cultural products;
- Situate texts in relation to intellectual and historical contexts by identifying, assessing, and arguing from appropriate primary and secondary sources.

- **Advanced Language Competency**

- Language study is the foundation of the French major. A keen grasp of language itself is essential to understanding both the content and the significant formal dimension of a broad range of cultural products. Through the study and analysis of literature, advanced coursework in French seeks to develop a C1 level of competence according to the Common European Frame of Reference, as summarized in the following list of goals:
- Attain a level of linguistic proficiency that permit him/her to function independently and in a broad range of contexts, both familiar and unfamiliar.
- Articulate complex, clearly organized arguments, including effective transitions and appropriate use of supporting evidence.
- Function appropriately in both a formal and informal register, detecting and interpreting nuances in tone and style.

- **Cross-Cultural Competency**

- Graduates of the French program bring critically-informed perspectives to their participation in global networks of knowledge, commerce, technology, environment, and culture. Specifically, majors will be able to:
- Engage effectively in dialogue by speaking and writing with precision, nuance, and attention to ambiguity and difference;

- Recognize and analyze socio-aesthetic norms and judgments across national, historical, cultural and linguistic boundaries;
- Demonstrate familiarity with common cultural references and socio-political structures in Francophone communities of pertinence to personal and professional actions, as well as a capacity to build further knowledge in these areas.

The Foreign Languages and Literatures: French major: Thirty-six credits in French language and literature at the 300 and 400 level (or equivalent), with the exception of up to 4 credits from Whitman courses numbered 250-300. These credits must include one Introductory Studies course (French 320-328, or equivalent) and at least 12 credits at the 400-level. Credits may include up to 12 credits at the 300-level or higher transferred from approved study abroad programs or other colleges or universities; up to 4 credits from Whitman courses numbered 250-300; 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 20 credits in French including one Introductory Studies course (French 320-328, or equivalent) and at least one 400-level (or equivalent) literature course taught in French. These 20 credits may include up to 4 credits from Whitman courses numbered 250-300. At least 12 of the 20 credits for the minor must be completed on campus at Whitman. Courses taught in English and courses numbered 210 or lower may not be counted toward the minor.

AP, IB, 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.

100 French I

4, 4 Fall: Rother; Spring: Hurlburt

A one-semester course for students who have had little or no formal contact with the language. Students will learn vocabulary and structures to discuss such topics as food culture, friends, familial relationships, work, and leisure activities in predictable contexts and in the present tense through the study of culturally specific examples from the French and francophone world. Students learn the structures and cultural functions of grammatical gender and formal and informal registers. Conducted in French; meets four times a week plus a half-hour conversation session with the French Native Speaker. Students who have previous experience in French are required to take a placement examination for entrance (available from the Registrar's web site).

150 French II

4, 4 Iverson

A one-semester course for students who have already studied French at an introductory level. French II situates the student in time, emphasizing past and future narrative structures in predictable contexts through the study of culturally specific examples from the French and francophone world. Themes may include urban culture and media, health and the environment, travel and technology, and personal and national celebrations. Weekly readings and compositions, grammatical exercises, exercises in spontaneous and recorded oral production, and active participation required. Conducted in French; meets four times a week plus a half-hour conversation session with the French Native Speaker. *Prerequisite:* French 100 or placement exam (available from the Registrar's web site).

200 French III

4, 4 Fall: Rother; Spring: Zalloua

A one-semester course for students at the mid- to high-intermediate level. French III reviews the structures of French I and II but in less predictable or unpredictable contexts and with greater emphasis on the successful articulation of multiple points of view. Students develop their written and oral skills in French through the critical discussion and analysis of culturally specific examples from the media, film, and literatures of the French and francophone world. Themes may include gender and society, visions of progress, media cultures, and political and environmental attitudes. Weekly readings and compositions, grammatical exercises, exercises in spontaneous and recorded oral production, and active participation required. Conducted in French; meets four times a week plus a half-hour conversation session with the French Native Speaker. French 200 or its equivalent is required for students wishing to study abroad in a French-speaking country. *Prerequisite:* French 150 or placement exam (available from the Registrar's web site).

252 Contemporary Cinema of the Francophone World**2; not offered 2016-17**

Cinema continues to be a prominent part of cultural production in the Francophone world. This course will focus on contemporary production in France, with possible inclusions from other French-speaking countries. Screenings will provide the basis for discussion, analysis of cinematic techniques, and exploration of contemporary issues as represented in recent films. Course work will include additional readings, written assignments such as film reviews and scene analyses, and presentations. Conducted in French. May be repeated for credit. *Prerequisite:* French 200 or equivalent.

255 Actualités**1; not offered 2016-17**

This course will focus on recent cultural and political events in the Francophone world. Students will explore a variety of media outlets and examine common journalistic formats, working with print, visual and audio sources. Course work will include weekly discussion, summaries and vocabulary exercises, and regular monitoring of news reports. Conducted in French. May be repeated for a maximum of two credits. *Prerequisite:* French 200 or equivalent.

258 Phonetics**1; not offered 2016-17**

This course will introduce students to the systematic study of French phonetics and prosody (patterns of stress and intonation), with the goal of improving pronunciation and the comprehension of spoken French. Course work will include weekly meetings, transcription and recording exercises, secondary readings, and exams. Conducted in French. *Prerequisite:* French 200 or equivalent.

260 Improv(ing) in French**2; not offered 2016-17**

Students will develop speed, fluency and range in register in oral communication skills in French through exercises in theatrical improvisation. In-class exercises will blend traditional theater sports games with scene work and improvisation around existing texts. Two class meeting per week. Homework includes extensive vocabulary development, reading and preparing scenes using text and video sources and practice writing dialogue in French. Conducted in French. May be repeated for a maximum of four credits. *Prerequisite:* French 200 or equivalent.

265 Reading Pictures, Looking at Text: The French “bande dessinée”**2; not offered 2016-17**

The Franco-Belge “bande dessinée”, or “9th art” is the third largest comic market in the world after the USA and Japan. Initially concentrated in the youth culture genres of adventure and fantasy (*Tin-Tin*, *Blueberry*, *Asterix*), French-language graphic narrative has since expanded its form and its reach to include non-fiction, autobiography, trauma narratives and social commentary as well as literary and fantastic texts. Coursework will focus on the poetics of graphic narrative across multiple subgenres within the “bande dessinée” tradition, with an emphasis on recent works. We will read works by authors such as Hergé, Goscinny, Bretécher, Davodeau, Rabaté, Larcenet, Loisel and Tripp. Students will interact with visiting authors to the Fall 2015 Sheehan gallery exhibit on graphic narrative. Two class meetings per week; frequent short papers, oral presentations, and active participation are required. Conducted in French. *Prerequisite:* French 200 or placement exam.

305 Advanced Composition and Stylistics**4, x Iverson**

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. *Prerequisite:* French 200, or placement exam, or consent of instructor.

306 Advanced Communication and Argumentation**x, 4 Rother**

Students will expand and perfect their ability to interact accurately and appropriately in all registers of spoken and written French. Coursework includes frequent debate and conversation, analysis of electronic media, reading comprehension,

advanced grammar exercises and short written compositions. Attention will be given to cultural analysis of communicative strategies. Conducted in French. *Prerequisite:* French 200, or placement exam, or consent of instructor.

316 Contemporary France and the Francophone World x, 4 Hurlburt

An introduction to the society and culture of France and the Francophone world from the early 20th century to the present. Topics discussed include French youth, the condition of women, immigration and racism, the economy and work, Paris, the provinces and the DOM-TOM, Francophone countries, education and politics. Assignments may include readings from the French press and modern French fiction, French film screenings, and radio broadcasts. Conducted in French. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 305 or 306.

320 Introductory Studies in French Literature: The Politics and Aesthetics of Love 4, x Zalloua

This course provides a critical introduction to French poetry, theater, prose, and film through an exploration of representations of love in selected works by major French and Francophone authors. In focusing on love, we will examine the politics of representation: who is the subject/object of love? How is desire figured in different periods and genres? How has French literature contributed to the development or transgression of social norms? Students acquire the tools and vocabulary necessary to read closely and analyze texts in French across the centuries. Frequent short papers, oral presentations, and active participation are required. Conducted in French. Satisfies the Introductory Studies requirement for both the French minor and the French major. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 305 or 306.

321 Introductory Studies in French Literature: Crisis and Creation 4; not offered 2016-17

From intensely personal moments of conflict or doubt to broad social and political upheavals, crisis has served as a significant motivator for literary production. This course examines representations of crisis as genesis of critical consciousness and creativity in selected works of French and Francophone poetry, theater, prose, and film. We will pay particular attention to conceptions of authorship, literary form, pleasure, responsibility, freedom, and constraint underpinning writers' engagement with topics such as gender and sexuality, revolution, racial violence, and civic and moral duties. Students will acquire the tools and vocabulary necessary to read closely and analyze texts in French across centuries. Frequent short papers, oral presentations, and active participation are required. Conducted in French. Satisfies the Introductory Studies requirement for both the French minor and the French major. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 305 or 306.

322 Introductory Studies in French Literature: Becoming Quebec 4; not offered 2016-17

This course provides a critical introduction to French-language poetry, theater, prose, and film. Students will acquire the tools and vocabulary necessary to read closely and analyze texts in a variety of genres and media. In focusing on Quebec, we will examine the processes by which a national literature is formed, including the establishment of supporting cultural institutions and efforts to articulate a distinct cultural identity. Frequent short papers, oral presentations, and active participation are required. Conducted in French. Satisfies the Introductory Studies requirement for both the French minor and the French major. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 305 or 306.

324 Introductory Studies in French Literature: Identities x, 4 Iverson

Can we choose who we are? How do the perceptions of others influence our perceptions of ourselves? Is identity a personal truth or a social contract? This course provides a critical introduction to French-language poetry, theater, prose, and film through the study of literary texts centered on questions of identity. Students will acquire the tools and vocabulary necessary to read closely and analyze texts in a variety of genres and media. Frequent short papers, oral presentations, and active participation are required. Conducted in French. Satisfies the Introductory Studies requirement for both the French minor and the French major. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 305 or 306.

327 Introductory Studies in French Literature: Coming of Age**4; not offered 2016-17**

The transition from childhood to full participation in the adult world has been a standard trope in French and Francophone literature. In this course, a broad range of works building from this theme will provide a critical introduction to reading French poetry, theater, prose, and film. Students will acquire the tools and vocabulary necessary to read closely and analyze texts in French through the study of selected works. Frequent short papers, oral presentations, and active participation are required. Conducted in French. Satisfies the Introductory Studies requirement for both the French minor and the French major. *Prerequisite:* French 200 or placement exam, or consent of instructor. *Recommended Prerequisite:* French 305 or 306.

328 Introductory Studies in French Literature: Social Climbers**4; not offered 2016-17**

What can you buy with money? What do you have when you've none? What motivates change in a society? In this course we will explore intersections of class, gender and power in texts from and about 19th-century France. Students in the Introductory Studies series develop the tools and vocabulary necessary to interpret and analyze French-language poetry, theater, prose, and film. Frequent short papers, oral presentations, and active participation are required. Conducted in French. Satisfies the Introductory Studies requirement for both the French minor and the French major. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 305 or 306.

401 French Feminism**4; not offered 2016-17**

This course will explore the movement of French Feminism as articulated by its leading representatives, Kristeva, Irigaray, and Cixous. Taking a genealogical approach to the investigation of "feminism," we will situate these theorists' writing within psychoanalytic and postcolonial traditions, and compare their interpretations of feminism with those of their Anglophone contemporaries (Butler and Spivak). Particular attention will be given to the representations of gender and sexual difference in literary works and the ways such works frame the reader's access to the "feminine." Writers and filmmakers studied may include Labé, Graffigny, Breton, Beauvoir, Duras, Djébar, and Truffaut.

402 Montaigne and Literary Theory**4; not offered 2016-17**

The purpose of this course is to read Michel de Montaigne's *Essais* in light of contemporary literary theory. We will examine a broad array of critical schools and perspectives, including reader-response theory, feminism, poststructuralism, and postcolonial studies. Attention will also be paid to Montaigne's intellectual and literary context, reading his work alongside other key Renaissance texts. Conducted in French. *Prerequisite:* at least two 300-level French classes or consent of instructor.

409 French National Cinemas**x, 4 Hurlburt**

What constitutes a "national" cinema? The classification of cinematic production according to national origin continues to function as an underlying organizational principle of film history texts. "National" cinema, however, simultaneously reflects and produces national (cultural) identities. The concept of national cinema thus encompasses both films that attempt to define a singular, unique cultural identity and films that actively resist such definitions. This course will examine the aesthetic, economic, geographic, linguistic and legislative boundaries defining French national cinemas. Topics will include censorship, reception, colonial cinema, cinematic remakes and literary adaptation and the French response to Hollywood. May be taken for credit toward the French major, but not toward the French minor. May be taken for credit toward the Film & Media Studies major. May be elected as World Literature 309. *Prerequisite:* Not open to first-semester, first-year students when offered in the fall semester.

427 Subjectivity and Otherness in Medieval and Renaissance Literature**4, x Zalloua**

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.

429 Self and Society in Seventeenth-Century France

4, x Iverson

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 2016-17

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.

431 Literary Paris, 1600-1800

4; not offered 2016-17

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.

446 The Human Comedy and the Mysteries of Paris: France 1830-1848

4; not offered 2016-17

Social and political and aesthetic revolutions go hand in hand in 19th century France. Major factors on the political landscape of the July Monarchy (1830-1848) include the colonization of Algeria, the rise of industrialization, the creation of a working class, and the construction of the railroad. This is the time of Marx and Toqueville; of the first child labor laws and the first attempts at a system of public education. With the rise of the press and a provisional decrease in censure, Paris drew intellectuals from across Europe, writing for a larger reading public than ever before. We will investigate the active relationship between literature and society at the end of the Romantic period through contextualized analysis of texts by Balzac, Sand, Sue, Hugo, Nerval, Gauthier and more. *Prerequisites*: at least two 300-level courses in French, or consent of instructor.

447 Reading the Rules of the Game: Narrative in Text and Film

4; not offered 2016-17

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, Film, and Drama

4; not offered 2016-17

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,

as well as plays by authors such as Ionesco, Beckett, or Sarraute. 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.

449 Modernism and the Age of Suspicion

4; not offered 2016-17

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: Susanne Beechey, Politics
 Suzanne Morrissey, Anthropology and Interdisciplinary
 Studies
 Jason Pribilsky, Anthropology and Interdisciplinary
 Studies, *Chair, Division I*

Kristen Kosmas, Theatre (*on Sabbatical, Spring 2017*)
 Lydia McDermott, General Studies/Writing Center
 Zahi Zalloua, French and Interdisciplinary Studies

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.

Distribution: Courses completed in gender studies apply to the cultural pluralism distribution area.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Demonstrate knowledge of gender studies methods and content in history, humanities, social sciences, theory, and global context. Understand and apply feminist theory, queer theory, and men's and masculinity studies. Demonstrate knowledge and appreciation of human diversity. Demonstrate knowledge of different approaches to a single issue within gender studies. Understand the role of intersectionality in the gendered realities of human life.
- **Communication**
 - Demonstrate ability to write clearly, expressively, and creatively. Demonstrate ability to discuss and verbally defend academic ideas.
- **Critical Thinking**
 - Demonstrate ability to apply gender studies theories to new problems. Apply critical perspectives on gender and sexuality to situations beyond the context of Whitman College.
- **After College**
 - Demonstrate adequate preparation for graduate-level work.

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 to 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 Studies 250), 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 a gender studies course. Before preregistration 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. 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. GC (global context), 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 (GC, SS), *Social Bodies, Diverse Identities: the Anthropology of Sex and Gender*
- Classics 140 (Hi), *Gender in Greece and Rome*
- Classics 309/Environmental Studies 309 (Hi) *Women and Nature in the Ancient World*
- Economics 345 (SS), *Political Economy of Women*
- Film and Media Studies 220 (Hu), *Identity, Gender, and Media*
- French 401 (GC, Th), *French Feminism*
- French 427 (GC, Hu), *Subjectivity and Otherness in Medieval and Renaissance Literature*
- 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 (GC, Hi), *Gender in Chinese History*
- History 319 (GC, Hi) *Women in Africa*
- History 325 (GC, Hi), *Women and Gender in Islamic Societies*
- History 370 (Hi), *Gendered Lens on U.S. History*
- History 393 (Hi), *Gender and Sexuality in the Middle Ages*
- Music 354 (Hu), *Women as Composers*
- Philosophy 200 (Hu), *Queer Friendship*
- Philosophy 235 (Th), *Philosophy of Feminism*
- Philosophy 332 (Hu), *Reproduction*
- Politics 100 (SS), *Introduction to Race, Gender, and the Politics of the Body*
- Politics 225 (GC, SS) *Introduction to Indigenous Politics*
- Politics 236 (GC, SS), *Concepts of the Political in Southeast Asia: An Introduction*
- Politics 254 (SS), *Gender and Race in Law and Policy*
- Politics 303 (GC, SS) *Gender and Feminism in Southeast Asia*
- Politics 311 (SS), *Deservingness in U.S. Social Policy*
- Politics 325 (SS), *Queer Politics and Policy*
- Politics 328 (Th), *Contemporary Feminist Theories*
- Politics 333/Gender Studies 333 (Th) *Feminist and Queer Legal Theory*
- Politics 337 (GC, SS), *Globalizing Southeast Asia*
- Politics 351 (GC, SS), *Necropower and the Politics of Violence*
- Politics 359 (GC, SS), *Gender and International Hierarchy*
- Politics 365 (SS), *Political Economy of Care/Work*
- Psychology 239 (SS), *Psychology of Women and Gender*
- Psychology 309 (SS), *Science of Sexual Orientation*
- Religion 233 (GC, Hu) *Religion and Sexuality in Global Perspective*
- Religion 287 (Hu), *Queer Religiosities*
- Religion 305 (GC, Hu) *Gender and Identity in Judaism*
- Religion 358 (Hu), *Feminist and Liberation Theologies*
- Rhetoric Studies 250 (Hu, Th), *Rhetorical Explorations: Race, Class and Gender*
- Rhetoric Studies 341/Sociology 341 (Hu), *The Rhetoric of Hip Hop*
- Rhetoric Studies 353 (Hu), *The Rhetoric of Civil Rights: From the Courts to the Streets*
- Rhetoric Studies 380/English 377 (Hu, Th), *Rhetorical Bodies*
- Sociology 257 (SS), *Sociology of the Family*
- Sociology 258 (SS), *Gender and Society*
- Sociology 287 (SS), *Sociology of the Body*
- Spanish 411 (GC, Hu), *Desperate Housewives: Feminism in Latin American Fiction*
- Spanish 427 (GC, HU), *Sex at the Movies: Gender and Sexuality in Spanish Film*
- SSRA 328 (SS), *Women and Sport*
- Theatre 330/English 323 (Hu) *Playwriting/Writing for Performance*
- World Literature 217 (Hu) *Gender and Sexuality in Pre-modern Chinese Society and Literature*
- World Literature 343 (GC, Hu) *Women Writers in Imperial China: In Search of the "Real" Female Voice*
- World Literature 395 (Th), *Contemporary Literary Theory*

Please check the Gender Studies website for updates to this list and for information about gender studies courses offered in alternate years.

Note: A course cannot be used to satisfy both major and minor requirements, e.g., History 370 cannot be used to apply toward the 38-credit requirement for the gender studies major and history minor or vice versa.

100 Introduction to Gender Studies

4, 4 Fall: Morrissey; Spring: Beechey

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

This course explores selected topics in gender studies. Any current offerings follow.

238 Men and Masculinities**x, 4 Morrissey**

From A-Rod to Arnold, Obama to O'Reilly, masculinity is presented and represented in a variety of ways in the contemporary United States. Across cultures and historical periods, this variety becomes even greater. This class focuses on the task of analyzing hegemonic and counter-hegemonic masculinities. Students will undertake a critical, interdisciplinary examination of the social construction of men and masculinities in multiple cultural and historical contexts.

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**

This course explores selected topics in gender studies. Any current offerings follow.

328 Queer Studies**4; not offered 2016-17**

Queer studies, in the guise of 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 the next generation of works that brought about the establishment of queer studies as a field. It is recommended that students who take this class have previous college-level exposure to theoretical writing in either the humanities or the social sciences. Applies to theory area requirement.

333 Feminist and Queer Legal Theory**x, 4 J. Jackson**

Broadly, this is a course on gender, sexuality, and the law. More particularly, this course will 1) explore the relationship between queer theoretical and feminist theoretical projects and will 2) consider how these projects engage legal doctrines and norms. In question form: Where do feminist and queer theories intersect? Where do they diverge? How do these projects conceive of the law in conjunction with their political ends? How have these projects shifted legal meanings and rules? How have the discourses of legality reconfigured these political projects? These explorations will be foregrounded by legal issues such as marriage equality, sexual harassment, workers' rights, and privacy. Theoretically, the course will engage with issues such as identity, rights, the state, cultural normalization, and capitalist logics. We will read legal decisions and political theory in this course. May be elected as Politics 333.

490 Senior Seminar**4, x Simek**

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**4, 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: Nicholas Bader

Bryn Kimball

Angela McGuire

Kirsten Nicolaysen (*on Sabbatical, 2016-2017*)

Lyman P. Persico

Kevin R. Pogue (*on Sabbatical, 2016-2017*)

Jacob Selander

Patrick K. Spencer

Geology integrates physical, chemical, and biological studies of the Earth from its inception to the present day. Courses in Earth Science increase every student's appreciation of the world's natural processes and of how current fluctuations in the magnitudes and frequency of geological events and in the availability of natural resources affect human societies and the integrated ecosystems. Serious students of geology find opportunities in the environmental, energy, mining, teaching, engineering, and geophysics fields, and in resource management, K-12 education, academia, hydrogeology, space science, hazard management, 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. After a geology or geology combined major is declared, no geology course, except Geology 158, may be taken P-D-F.

Distribution: Courses completed in geology apply to the science and quantitative analysis (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- Have the skills and background knowledge necessary to pursue independent investigations in the earth sciences. Construct bedrock and surficial geologic maps utilizing topographic maps, aerial photographs, and fieldwork. Recognize and interpret landforms on topographic maps and aerial photographs. Construct valid geologic cross-sections of structurally complex regions. Recognize and appreciate the relationships between human activities and geology. Demonstrate a fundamental knowledge of Earth processes and history. Determine the geologic processes responsible for specific landforms. Determine the conditions of mineral and rock formation based on mineral assemblage, chemistry, and textural relationships. Describe how internal atomic structure determines the optical and physical properties of minerals.

- **Accessing Academic Community/Resources**

- Utilize published geologic maps to interpret structural geology and geologic history.

- **Communication**

- Demonstrate a high level of competence in both written and oral communication.

- **Quantitative Skills**

- Describe and quantify strain in rocks at hand sample to map-scales.

- **Research Experience**

- Identify minerals and rocks through observations of hand sample characteristics and by using techniques like optical microscopy and X-ray diffraction.

The Geology major: A minimum of 36 credits to include either Geology 110, 120, or 125; 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 145 or 155.

It is strongly recommended that geology majors complete Composition 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 125, and 227, 301, 312, or 350 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, 350, 360, 380, and at least two additional credits in courses numbered 310-392; either Geology 110, 120, or 125; and Geology 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 145 or 155, 156, Mathematics 125, 126, and Chemistry 125, 135 are also required. Computer Science 167; Mathematics 225, 235, 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, 27 to 28 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; four credits each from the Organismal Biology and Ecology/Evolution categories, and at least four additional credits in biology and/or BBMB courses numbered 200 or above; either Geology 110, 120, or 125; and 227; either Geology 312 or 368; Geology 343 and 350; either Geology 301, 321, or 346; and Geology 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 or 247, 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), and 240, 346, 320 (or 388); either Geology 110, 120, or 125; and 227, 343, 346, 350, 460, 470, a minimum of one credit in 358; Mathematics 125, 126, Physics 145 or 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 145 or 155, 156 or 166, 245, 246, 255, 256, 339, and either 325 or 347; either Geology 110, 120, or 125 and 227, 310, 343, 346, 420, 470 and a minimum of one credit in 358; Mathematics 225, 235, and 244; Chemistry 125. 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.

The Geology-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* listing of the catalog.

107 Special Topics in Geology

1-4

Any current offerings follow.

107 ST: Problems in Earth Science: Earthquakes and the Americas

3, x Selander

Designed for non-science majors, this course is an introduction to the causes and consequences of earthquakes. We will explore the natural processes at plate tectonic boundaries that produce recurring episodes of shaking and investigate the increase in human-induced earthquakes, such as the use of fracking for natural oil and gas recovery. We will examine how seismic waves travel through Earth, their measurement, and methods of using waves to image the Earth's interior. Using a series of historical case studies across the Americas, we will discuss earthquake-induced hazards such as tsunamis, landslides, liquefaction, and building collapse, asking how prepared is the West Coast to reduce the risk of these events? How do politically- and economically-motivated shortcuts increase risk and raise issues of environmental justice? What challenges in interpreting the rock record stymie our ability to predict the next Big One? Open only to first-year students and sophomores; others by consent of instructor. Distribution area: science.

110 The Physical Earth

x, 4 Selander

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 125 may not receive credit for Geology 110. *Lab fee:* maximum \$20.

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. Open to first- and second-year students, others by consent of instructor. Students who have taken Geology 110 or 125 for credit may not receive credit for Geology 120. *Lab fee:* maximum \$20.

125 Environmental Geology**4, 4 Fall: Bader; Spring: Persico**

Natural geologic processes including Holocene deglaciation, landslides, flooding, volcanism, and earthquakes pose risks both to human wellbeing and societal infrastructure. Human decisions for how we choose to interact with the physical environment and its resources (atmosphere, soils, energy sources, minerals) may further imperil societies or may inform global and regional mitigation of Anthropocene climate change, water quality and quantity problems, resource use, and land erosion and mass movement. This introductory course provides exploration and discussion of geologic processes within the paradigm of plate tectonics. Three lecture/discussion periods and one three-hour lab per week; field trips. *Note:* students who have received credit for Geology 110, 120, or 210 may not receive credit for Geology 125. Open to first- and second-year students; others by consent of instructor. *Lab Fee:* maximum \$20.

130 Weather and Climate**3; not offered 2016-17**

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 Fall: Spencer; Spring: Kimball**

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 125 and consent of instructor. Graded credit/no credit. *Fee:* maximum \$75 per semester.

227 Sedimentology and Stratigraphy**x, 4 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. *Prerequisite:* Geology 110, 125, or 125.

229 Geology and Ecology of Soils**3; not offered 2016-17**

Soils provide nutrients, water and support for growing plants, host an amazing variety of organisms, and even influence global climate. This class will focus on the dynamic systems in soil and on the interactions between soils and larger ecosystem properties. Course topics will include pedogenic processes, agricultural ecosystems, the interpretation of paleosols, and the role of soils in the global biogeochemical cycling of organic carbon and nutrients. Three lectures per week, field trip(s).

250 Late Cenozoic Geology and Climate Change**3; not offered 2016-17**

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 125, or Environmental Studies 120; consent of instructor. Offered in alternate years.

258 Geology in the Field**1-3**

An exploration of the geology of a region, followed by a field trip to that area. Likely to include geomorphology; structure and tectonics; minerals, rocks, and sediments; fossils and stratigraphy. Classes followed by a field trip at least a week long. Students will make maps and presentations and keep a detailed notebook. *Fee:* variable depending on location, possible scholarships available. May be repeated as location changes. Any current offerings follow.

258 VT: Geology in the Field: Mojave Desert**x, 1 Persico**

Course will introduce students to the world-class geology and ecology of the Mojave Desert. The class will also explore the unique environmental issues of the Mojave including water resource management, alternative energy, nuclear waste, and anthropogenic impacts to ecosystems. Includes 9 day field trip and camping. *Corequisite:* Environmental Studies 260. *Fee:* \$650.

301 Hydrology**x, 4 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. *Prerequisite:* Geology 110, 120, or 125. *Recommended prerequisites:* Chemistry 125, Mathematics 126.

310 Geophysics**3; not offered 2016-17**

An introductory course in the application of seismic, gravitational, thermal, and magnetic methods for the study of the structure and composition of the interior of the Earth. *Prerequisite:* Geology 110, 120, or 125 and Mathematics 125.

312 Earth History**4; not offered 2016-17**

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 125 or consent of instructor.

321 Sedimentary Basin Analysis**4; not offered 2016-17**

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 125; 227. *Recommended prerequisite:* Geology 368. Offered in alternate years.

338 Pages of Stone: The Literature of Geology**3, x Spencer**

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 125, or consent of instructor. Offered in odd-numbered years.

340 Volcanoes**3; not offered 2016-17**

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 125. Offered in alternate years. *Fee:* maximum \$40 unless field trip is outside of the Pacific Northwest.

343 Minerals and the Nuclear Fuel Cycle**4, x Kimball**

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 125; and Chemistry 125 or 140. Open only to juniors and seniors; others by consent of instructor.

346 Igneous and Metamorphic Petrology**x, 4 Kimball**

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 Persico**

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 125; open only to Geology majors and others by consent of instructor.

358 Field Geology of the Northwest**1, 1 Fall: Spencer; Spring: Kimball**

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 125 and consent of instructor. *Fee:* maximum \$75 per semester.

368 Paleobiology**x, 3 Spencer**

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 125 and Geology 227. Offered in alternate years.

390 Independent Study**1-3, 1-3 Staff**

A reading or research project in an area of the earth sciences not covered in regular courses and of particular interest to a student. Maximum of six credits. *Prerequisite:* consent of instructor.

410 Problems in Earth Science**1-4**

Specific problems in the geological sciences will be considered. Textbook and/or professional articles, discussions, paper, possible field trips. May be repeated for credit with different topics. *Prerequisite:* consent of instructor. Any current offerings follow.

410 ST: Computer Methods for Data Analysis and Visualization**x, 1 Bader**

Seminar-style course, intended for upper-level geology majors and combined majors, designed to introduce students to an

array of computer applications for analyzing and visualizing data. Topics will be determined based on student interest, but may include Excel techniques, introductory scripting and data analysis with R and Python, acquisition and organization of data on servers, design of attractive figures with ggplot2 and Illustrator, command-line tools, and/or other topics. One 50-minute meeting per week, student presentations. *Prerequisite:* consent of instructor. Distribution area: science.

415 Terroir

3; not offered 2016-17

Terroir is a French word that refers to the idea that agricultural products derive unique sensory characteristics from the physical and cultural environment in which they are produced. The focus of the course will be on the science, philosophy, economics, and politics of terroir, in particular as they relate to the production and marketing of wine. The course will only be open to seniors or others by consent, providing they are 21 years of age. *Prerequisite:* Geology 110, 120, 125, or 229. *Fee:* \$50.

418 Introduction to Geographic Information Systems

3, x Bader

A geographic information system (GIS) is a powerful computer tool designed for exploring, creating, and displaying spatial information. GIS has become the primary way in which spatial information is managed and analyzed in a variety of fields. Any data that has a spatial component (including most data in the Earth and environmental sciences) can potentially benefit from a GIS. Lectures will examine the applications and the conceptual framework for computer GIS, and lab exercises will teach students to use GIS software. The final third of the course is dedicated to individual projects. *Prerequisite:* consent of instructor.

420 Structural Geology

4, x Staff

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

x, 3 Staff

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 2016-17

An investigation of Earth's origin and systems using the principles of equilibrium, thermodynamics, diffusion, oxidation-reduction, solution chemistry, and isotope geochemistry. Among the concepts studied will be statistical analysis of geochemical data, pressure-temperature conditions of mineral formation, weathering of minerals, dating rocks by radioactive decay, stable isotopes, water chemistry, and environmental geochemistry. May incorporate use of analytical equipment such as the Scanning Electron Microscope and Portable X-Ray Fluorescence Spectroscopy. *Prerequisites:* Geology 110, 120, or 125, Geology 343, and Chemistry 126 or 140, or consent of instructor.

470 Senior Seminar

x, 1 Bader

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 2016-17**

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. *Fee:* variable depending on location, scholarships available.

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**2-3, 2-3 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: Zahi Zalloua, *Foreign Languages and Literatures*

German

Susan Babilon

Emily Jones

Affiliated Faculty

Dennis Crockett, Art History and

Visual Culture Studies

Courtney Fitzsimmons, Religion

Patrick Frierson, Philosophy

Julia Ireland, Philosophy

Paul Luongo, Music (*on Sabbatical, Spring 2017*)

Lynn Sharp, History

Walter Wyman, Religion

German studies is an interdisciplinary major that allows students to gain a comprehensive understanding of German culture by examining it from a broad range of academic perspectives. In consultation with their adviser, students design a course of study that may include, in addition to advanced language study, selections from multiple disciplines such as German language and literature, art history and visual culture studies, history, music history, philosophy, religion, or world literature. Coursework may include courses taught in German, courses taught in English, and courses taught in English but cross-listed with German studies (which require students to complete a portion of the work in German).

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.

Distribution: Courses completed in German apply to the humanities and cultural pluralism distribution areas, with the following exceptions:

No distribution: 352, 391, 392

Learning Goals:

The primary goal of the German Studies major at Whitman College is to enable students to understand, interpret and critique the language and culture of the German-speaking world. In order to achieve this goal, students' learning will target the following competencies:

- **Communication:** Through explicit language instruction as well as the study of German-language cultural products, students will gain the linguistic skills needed to read, write, and converse in German in a variety of contexts, attaining at least an "Advanced Mid Level" on the ACTFL proficiency scale. In addition, students will improve their communication, research, and writing skills in English.
- **Culture:** German Studies courses introduce students to the fundamentals of German-speaking cultures through the study of their literature, history, and other cultural contexts. Successful German Studies majors will be open-minded, critical readers, adept at analyzing, synthesizing, and responding to a variety of cultural products.
- **Connections and Comparisons:** Students will gain the conceptual skills necessary to navigate German-speaking cultures, to synthesize and analyze a variety of media, and engage in advanced research with both English and German-language materials. Participating in high-level research will foster connections and comparisons between the student's home culture and those of German-speaking communities. Ultimately these skills will allow students to analyze, synthesize, and communicate their understanding of the culture, relying on sound evidence, critical thinking, and clear communication skills in both German and English.

The German Studies major: A minimum of 36 credits, including four credits in senior thesis, four credits in a course taught in German at Whitman at the 400 level and another 12 credits (three courses) in German at the 300 level or above. The additional 16 credits of coursework may be in German at the 200 level or above, or may be a combination of German at the 200 level or above and up to (but not more than) 12 credits in the approved German studies courses. Regularly approved courses in German studies are available in history, music, philosophy, religion, art history and visual culture studies, 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.

Honors in the major: Students majoring in German Studies should register for German Studies 492 *Senior Thesis* for their final semester. If at the Senior Comprehensive Exam, Committee members determine that the thesis written is an honors-level thesis, the student will earn Honors in Major Study, if he or she additionally:

- earns distinction on his or her Senior Comprehensive Exam;
- attains Cumulative and Major GPAs specified in the faculty code (3.300 and 3.500, respectively); and
- earns a grade of A or A- on the thesis.

The Program Director will notify the Registrar of those students attaining Honors in Major Study no later than the beginning of the third week of April for spring honors thesis candidates, at which time the Registrar will change the thesis course in which they are registered from German Studies 492 to German Studies 498. Two copies of each honors thesis must be submitted to Penrose Library no later than Reading Day.

The German Studies minor: A minimum of 20 credits: 12 credits in German at the 300 level or above; at least four of which must be from a course taught in German at Whitman at the 400 level; 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 and Visual Culture Studies 355 <i>German Visual Culture: 1871-1933</i>	Philosophy 322 <i>Kant's Moral Philosophy</i>
Art History and Visual Culture Studies 257 <i>ST: Romanticisms in Germanic Europe</i>	Philosophy 338 <i>ST: Kant's Critique of Pure Reason</i>
Environmental Studies 308 <i>(Re)Thinking Environment</i>	Philosophy 351 <i>What is the Human Being?</i>
History 277 <i>Nineteenth Century Europe, 1815-1914</i>	Philosophy 422 <i>Heidegger's Being and Time</i>
History 278 <i>Twentieth Century Europe</i>	Religion 219 <i>Modern Jewish Thought</i>
History 339 <i>Modern Germany: Imagining a Nation?</i>	Religion 228 <i>Modern Western Religious Thought I: Crisis and Renewal</i>
Music 298 <i>Music History II: Classical and Romantic Periods</i>	Religion 229 <i>Modern Western Religious Thought II: The Twentieth Century</i>
Philosophy 215 <i>German Moral Thought</i>	Religion 245 <i>Jewish Ethics</i>
Philosophy 318 <i>Hannah Arendt as Political Thinker</i>	

The following cross-listed courses are taught in English with an additional German-language component. Students may use these courses to fulfill minor and major requirements for credits "in German."

German Studies 228 <i>Modern Western Religious Thought I: Crisis and Renewal</i>	German Studies 318 <i>Hannah Arendt as Political Thinker</i>
German Studies 229 <i>Modern Western Religious Thought II: The Twentieth Century</i>	German Studies 335 <i>Romantic Nature</i>
	German Studies 339 <i>Writing Environmental Disaster</i>

105, 106 Elementary German

4, 4 Babilon

This course sequence introduces students to the German language and German-speaking cultures through interactive instruction in speaking, listening, writing, and reading. Students explore cultural topics through history, literature, film, and comparisons to students' home cultures while being introduced to the foundations of German grammar and various modes of communication. The primary language of instruction is German, although no prior experience is assumed. This course is not appropriate for students with previous knowledge of German. Students with any previous coursework in German are required to take the German placement exam before registering. This course is open only to first- and second-year students; other students by instructor consent. *Prerequisite for 106:* German 105.

200-204 Topics in Applied German Studies

1-2

A course meeting once per week, designed to provide students with supplementary language practice. May be offered in conjunction with an English-language course on a German cultural topic or as a stand-alone course. One-two credits,

depending on course requirements. *Prerequisite*: German 205. Distribution area: humanities or cultural pluralism. Any current offerings follow.

205, 206 Intermediate German
4, 4 Fall: Jones; Spring: Babilon

Intermediate German is a discussion-based course that deepens students' knowledge of German-speaking cultures through authentic materials in various media, including text, film, pop culture, and cross-cultural comparisons. This course provides a comprehensive review of German grammar with a special emphasis on developing students' writing skills while increasing their communicative and cultural competency through reading, speaking, and listening practice. The primary language of instruction is German. Students who have not taken German at Whitman are required to take the German placement exam before registering. *Prerequisite for 205*: German 106. *Prerequisite for 206*: German 205.

228 Modern Western Religious Thought I: Crisis and Renewal
4; not offered 2016-17

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. Students enrolled in German 228 must meet the German prerequisites and will be expected to complete some reading and writing assignments in German. May be elected as Religion 228. *Prerequisite*: any 300-level German course, placement exam, or consent of instructor. Offered in alternate years.

229 Modern Western Religious Thought II: The Twentieth Century
4; not offered 2016-17

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. Students enrolled in German 229 must meet the German prerequisites and will be expected to complete some reading and writing assignments in German. May be taken independently of Religion 228. Not open to first-year students. May be elected as Religion 229. *Prerequisite*: any 300-level German course, placement exam, or consent of instructor. Offered in alternate years.

304 The German Fairy Tale: From World-Building to Nation-Building
4, x Jones

Fairy tales are not just for children. They show us how daily life becomes magical, how national changes effect fantastical ones, and they allow us to observe literature's transformations through the ages. This course explores German folk and fairy tales from the Grimms through the art fairy tales of the Romantics and up to modern day interpretations. We study the fairy tales in the historical context of the long nineteenth century as well as from a variety of academic perspectives. Students continue their linguistic and communicative development in this course with instruction in speaking, listening, and cultural competency with a focus on the development of advanced reading and writing skills. The language skills will be developed through regular readings, writing assignments, grammar exercises, student presentations, and discussion. The course is conducted in German. Offered every three years. *Prerequisite*: German 206 or any 300-level German course, placement exam, or consent of instructor.

305 Composition and Conversation
4; not offered 2016-17

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 language assistant. German 305 may be repeated for credit. *Prerequisite:* German 206 or any 300-level German course, placement exam, or consent of instructor.

306 Advanced Conversation and Composition x, 4 Babilon

How do we talk about culture? How do we write about it? How do we debate complex topics in German? This course deals with complex cultural and social issues through weekly readings and student-led discussions on both cultural topics and current events. Students hone the advanced linguistic and communicative skills necessary to develop and articulate a sophisticated argument about topics in German studies in written and spoken German. These skills are developed through instruction on discussion tactics, presentational language, advanced grammar, and regular writing assignments. The course is conducted entirely in German. *Prerequisite:* German 206 or any 300-level German course, placement exam, or consent of instructor.

318 Hannah Arendt as Political Thinker 4; not offered 2016-17

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 active*. 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. May be elected as Philosophy 318. Students enrolled in German 318 must meet the German prerequisites and will be expected to complete some reading and writing assignments in German. *Prerequisite:* one course in Philosophy 300-level or higher and any 300-level German course or placement exam. Open only to senior Philosophy majors, German Studies majors, or by consent of instructor.

335 Romantic Nature x, 4 Jones

Why does nature inspire us? Where did our understanding of nature come from? We have inherited our interactions with nature from a variety of sources: The Enlightenment was marked by political, intellectual, and scientific revolution and attempted to explain the world through science. The Romantics, on the other hand, reacted by trying to restore some mystery to Nature and to acknowledge its sublime power. This Nature ideal spread throughout Europe and then on to America, where European Romanticism inspired writers like Emerson, Thoreau, Whitman, and their contemporaries’ nature writing, which continues to exert influence on the American understanding of the natural world. This course will look at where American Transcendentalists and Romantics found inspiration. Students will read key literary and philosophical texts of the Romantic period, focusing on Germany, England, and America and explore echoes of these movements in the twentieth and twenty-first centuries: How do the Romantics continue to influence the discourse of environmentalism in America and around the world? Is the Romantic impulse at work in the establishment of the national parks system? Can we see echoes of the Romantic Nature ideal in narratives of toxic, post-industrial landscapes? Taught in English. Some discussion, reading and writing assignments will be completed in German. *Prerequisite:* Any 300-level German Studies class or consent of instructor. May be elected as Environmental Studies 335.

339 Writing Environmental Disaster 4; not offered 2016-17

From natural disasters (earthquakes, floods, storms) to man-made ecological catastrophe (nuclear accidents, oil spills, the thinning ozone layer), environmental disaster inspires fear, rage, and action. This course will focus on fiction and non-fiction that meditates on these events and our reactions to them. We will examine the ways in which literature and the other arts depict disaster, how natural disaster descriptions differ from those of man-made environmental crisis, whether humans can coexist peacefully with nature or are continually pitted against it, and how literature’s depiction of nature changes with the advent of the toxic, post-industrial environment. Authors discussed may include Kleist, Goethe, Atwood, Ozeki, Carson, Sebald, and others. Taught in English. Some discussion, reading and writing assignments will be completed in German. *Prerequisite:* any 300-level German Studies class or consent of instructor. May be elected as Environmental Studies 339.

352 Cracking the Code: German Studies Research Methods**1, x Jones**

Academic research projects require planning and specialized skills. This course introduces advanced German Studies students to the research process including instruction on how to design interesting research projects, find and use a variety of materials from the library and relevant databases both in English and German, organize their research, cite properly, and plan for writing. Students will practice reading and using the specific grammatical forms used in academic language in order to gain proficiency working with research materials in German. This course is recommended for German Studies majors as preparation for the thesis project. *Prerequisite:* any 300-level German Studies course or consent of instructor.

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. Any current offerings follow. Distribution area: humanities or cultural pluralism.

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.

400 Advanced Special Studies**4**

Designed to permit close study of one or more authors, a movement, or a genre in German literature. Conducted in German. *Prerequisite:* German 305, 306, or consent of instructor. Any current offerings follow. Distribution area: humanities or cultural pluralism.

405 German Cinema Culture**x, 4 Jones**

How does culture cope with modernity? Do old narrative forms still work in the twentieth century? What are the limits of text and the abilities of film? What does a new medium tell us about a new time? This course grapples with these and other questions in its study of the development of cinema in Germany from early German expressionist films to present day films that grapple with immigration and attempt to process history through comedy. In studying these films, students will discuss propaganda, identity politics, and mass culture in context. Students will be introduced to the study of film while improving and deepening their knowledge of German language, history, and culture. The course is conducted in German, with regular readings in film studies and history in both German and English. Films will be screened weekly at a time to be arranged.

Prerequisite: German 305 or 306, or consent of instructor.

407 Heimat und Heimweh**4; not offered 2016-17**

In this course we will examine portrayals of the experience of the outsider in German language texts from nineteenth-century travel literature to contemporary transnational literature. Our focus will be on encounters by German travelers and immigrants with *Amerika*, as well as on more recent discussions by writers of minority and immigrant groups within Germany. We will look at issues of identity and assimilation, as well as the history of immigration policies of the U.S. and Germany. Of particular interest will be questions of how German-language writers examine their identity, their new and old homes, and how they engage those communities as ordinary citizens, but also as writers contributing to the construction of the local culture. We will also examine how issues of the outsider are presented in popular music and film. Class conducted in German, short weekly papers, one presentation and a final research paper. *Prerequisite:* German 305, 306, or consent of instructor. Offered every three years.

408 Berlin: Evolution of a Metropolis**4; not offered 2016-17**

Just as Paris was “the capital of the nineteenth century,” Berlin has emerged as the capital of the twentieth century. Students in this course will study the origins of the great city and discuss essential issues of memory, identity, and history. We will

study literature, art and film from the nineteenth century to the present. In addition, special attention will be paid to architectural landmarks (buildings, squares, monuments) that will act as case studies in how the city's government and people process the past. This course will give students a solid grounding in twentieth century German history and literature while introducing theoretical concepts from Benjamin, Foucault, Kracauer, Simmel, and others. Class discussion, presentations, most readings, and all written work will be done in German. *Prerequisite:* German 305, 306, or consent of instructor. Offered every three years.

**409 Revolution, Rebellion and Resistance
4; not offered 2016-17**

This course will examine prose, drama, poetry and theoretical literature written during the most tumultuous moments of modern German history. We will explore transformations in German self-perception through close readings of texts that directly address: the Napoleonic Wars and the revolutions of 1830 and 1848, World War I and the November Revolution, resistance to fascism, the student movement of 1968, and the *sanfte* Revolution of 1989 that preceded Germany's reunification. Class discussion, short presentations, readings and written work will be in German. *Prerequisite:* German 305, 306, or consent of instructor. Offered every three years.

**492 Senior Thesis
4, 4 Staff**

In-depth research concluding in the preparation of an undergraduate senior thesis on a specific topic in German studies. Required of German Studies 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.

History

Chair: David F. Schmitz

Jakobina Arch (*on Sabbatical, Fall 2016*)

Julie A. Charlip

John Cotts

Sarah H. Davies

Brian R. Dott

Nina E. Lerman

Elyse Semerdjian (*on Sabbatical, 2016-2017*)

Lynn Sharp

Jacqueline Woodfork (*on Sabbatical, Spring 2017*)

Pheroze Unwalla

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. For first-year students either 100-level or 200-level classes are the best place to start; very few history classes have prerequisites.

Distribution: Courses completed in history apply to the social sciences and cultural pluralism (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Major Specific Areas of Knowledge**
 - Demonstrate depth of understanding and mastery of subject matter in a chosen (regionally and temporally limited) field of study.
- **Access Academic Community/Resources**
 - Understand, digest, and analyze scholarly historical monographs, with attention to the author's thesis, structure of argument, and use of evidence.
- **Critical Thinking**
 - Deploy research skills and develop analytical understanding in a sophisticated thematic project in comparative history.
- **Research Experience**
 - Conduct substantial research in both primary and secondary sources in an extended scholarly essay. Construct and document a historical argument with attention both to the existing literature and to the use of historical evidence and its interpretation.

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 four 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 four of these areas, at least one course at any level in pre-modern history from the department approved list of classes, 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. A 400-level seminar may be taken by a junior who has taken History 299, with consent of instructor. No more than eight credits earned in off-campus programs (e.g., I.E.S., the Associated Kyoto Program, University of St. Andrews, American University’s Washington Semester and The Philadelphia Semester) 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.

The History-Environmental Studies major: The requirements are fully described in the *Environmental Studies* section of the catalog.

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 eight history credits. Students majoring in History may only apply four of those credits to the major. Students with a score of 5 on the European History Test will be considered to have completed the equivalent of History 183 and receive four credits in history. Students with a score of 5 on the AP World History Test will

be granted four 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)

4; not offered 2016-17

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)

4; not offered 2016-17

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

4; not offered 2016-17

This course examines the diverse peoples and societies of East Asia, particularly the Chinese, Japanese, Koreans and Vietnamese. We will critically assess how common traditions, such as Confucianism, Buddhism and the Chinese writing system, linked these groups together, while also paying attention to how these ideas changed over time and were adapted to fit local cultural practices. We will analyze state-building, empire, politics, religion and culture, through lectures, readings and discussions. In addition, we will investigate the creation of the Mongol empire, and compare it to earlier agriculturalist/pastoralist interactions. Assignments will include short papers and exams.

110 East Asian History 1600 to the Present

4; not offered 2016-17

This course examines the intertwining histories of Japan, Korea, China and Vietnam from 1600 to the present. We will focus both on the common characteristics as well as the differences between these cultures. We will look comparatively at these four societies, their struggles to preserve or regain their independence, to refashion their national identities, and to articulate their needs and perceptions of a rapidly and violently changing world. Topics for analysis will include nationalism, imperialism, modernization, westernization, democratization, the Cold War, Indigenous rights, and globalization. Assignments will include short papers and exams.

112 Modern Africa

4, x Woodfork

This survey course studies the history of Africa's modern period from the precursors to formal imperialism to the post-colonial era. We will examine colonial rule, looking at the ways in which European policies affected African political authority, economic systems, generational and gender dynamics, and cultural and ethnic identities as well as diverse African reactions to these changes. The period of political liberation movements and their results will be studied through the lenses of continued ethnic strife and neo-colonialism. The course is designed for first- and second-year students; previous experience in History 218 or an equivalent course is desirable, but not required. Assignments include written examinations, short papers, a map quiz, and a group research project and its presentation to the class.

121 History and Ethnobiology of the Silk Roads

2; not offered 2016-17

This interdisciplinary and interdivisional course will provide an integrative exploration into the history and ethnobiology of peoples along various branches of the trading routes across Asia known as the silk roads, with an emphasis on China prior

to 1400. Topics will include why certain goods and technologies were traded; agricultural, social and religious impacts of trading; biological features of items traded or moved along the silk roads, such as foods, beverages, fibers, animals, and diseases. See Asian and Middle Eastern Studies 221 for an optional, supplemental field course that will be offered when funding permits. *Corequisite*: Biology 121.

127 Islamic Civilization I: The Early and Medieval Islamic World 4; not offered 2016-17

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 email class discussion list.

128 Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat 4, x Unwalla

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 email class discussion list.

150 Special Topics: Reading History through Sources 4

These courses introduce students to history through first-year seminars designed to provide an in-depth exploration of a specific topic or problem. Courses will delve into primary sources to explore how historians ask and answer questions. Areas included might be Ancient Mediterranean, Africa, Latin America, Europe Medieval and Modern, U.S. early and contemporary, Asia, Middle East, Environmental. Courses will be primarily reading and discussion, with supplementary lectures. Any current offerings follow.

150 ST: Troy and the Trojan War x, 4 Davies

In antiquity, the fall of Troy marked the beginning of history: a universal point from which all subsequent cities and communities could anchor their own stories of the past. Over 2,700 years later, the narratives of Troy and the Trojan War continue to accumulate significance, as successive generations have used them to work through their own experiences of war, the shape of history, the rise-and-fall of greatness, and in the end, what it means to be human. This course is an exploration of these layered encounters between past and present, in both written and material culture. It begins by considering the traditions of the Iliad and Odyssey in their geographic, poetic, and historical settings, and it then traces the myriad inflections of these traditions in the subsequent “worlds” of the Greco-Roman Mediterranean. All the while, it investigates the site of Troy as *the* locale for the ancient imagination: a place of memory and of the framing of history. The course then considers subsequent receptions of Troy and the Trojan War, in the wake of the fall of Rome, and leading up to the modern “epic” of searching for the “lost” Troy. It surveys the 19th-century search for historical “truths” that gave rise to early classical archaeology, to Schliemann’s controversial activities at Hisarlik and Mycenae, the decipherment of Linear B, and to 20th and 21st -century discussions of war and trauma, cultural heritage, and the place of “antiquity” itself in modern and post-modern arenas. May be taken for credit toward the ancient history elective requirement for the Classics and Classical Studies majors. Distribution area: social science.

180 Cities and Empires: An Introduction to the Ancient Near East and Mediterranean 4; not offered 2016-17

This course introduces the Ancient Near East and Mediterranean - the vast, culturally diverse regions that have deeply influenced the modern world. The course begins by exploring the agricultural and urban revolutions - and the forms of kingship and divinity - that evolved in Mesopotamia and Egypt. It then looks to the globalization of the Bronze Age, to new interactions between "East" and "West," and to the concepts of citizenship, *polis*-structure, and Hellenic identity that developed in the Greek-speaking world. From there, it analyzes the conquests of Alexander the Great as forging a new internationalism - the Hellenistic - with transformed approaches to political power, urbanism, and identity. The focus then shifts, to Rome's meteoric rise to empire and position as arbiter of pan-Mediterranean citizenship - a citizenship ultimately defined in Christian terms. From about 3000 BCE to the fifth century CE, this course is therefore an investigation into grand-narrative processes and interpretations of continuity, change, and power. It also introduces the various forms of evidence encountered by historians of the ancient world, from literary to epigraphic and archaeological.

181 Europe Transformed, c. 300-1400 4, x Cotts

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: Europe, c. 1400-1789 4; not offered 2016-17

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 4; not offered 2016-17

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 4; not offered 2016-17

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 The Age of Cathedrals: European Thought and Culture, 1100-1350**4; not offered 2016-17**

Europe's Romanesque and Gothic cathedrals are not simply important architectural achievements but the products of a complex nexus of intellectual and social developments during the High Middle Ages. This course explores the intellectual history of the period that produced these buildings, including "high culture" (philosophy, theology, and science), as well as vernacular literature and oral traditions. Broader cultural issues such as the rise of literacy, the development of lay piety and heretical religious movements, and the origins of universities will also be considered. Readings will include the thought of such philosophers as Anselm and Thomas Aquinas, as well as examples of Arthurian romance, Norse sagas and literary monuments like Dante's *Divine Comedy*.

205 East Asian Environmental History**x, 4 Arch**

This course will examine human-environment interaction within the large, diverse area known as East Asia (approximately covering modern China, Korea and Japan). We will begin with pre-agricultural history and then focus on environmental topics within three broad time periods. The first period will cover from approximately 1000 BCE to 1300 CE, the period in which intensive rice cultivation spread through East Asia; the second period covers the early modern era, broadly defined as ~1300 CE to the mid-1800s, a period of imperial expansion outside and within East Asia; the final period covers the modern industrial era and its particular impacts on the environment. This course assumes no familiarity with East Asian history. If you are familiar with some East Asian history, the focus on the environment should provide you with a new perspective on what you know. Class will be conducted in a combined lecture/discussion format.

207 The Age of Humanism and Reform: European Thought and Culture, 1300-1650:**4; not offered 2016-17**

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; not offered 2016-17**

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 cultural pluralism. Any current offerings follow.

213 United States and the Wars with Iraq**4; not offered 2016-17**

This course will trace the path and nature of U.S. involvement in the Middle East from World War II down to the present in order to understand the increasing involvement of America in the region and the two wars the United States has fought against Iraq. American policy will be examined in the context of post-1945 U.S. foreign policy and how America responded to the decolonizing Third World, the perceived danger of communist expansion and influence in the Middle East, the strategic and economic importance of the Middle East, and in particular the Persian Gulf, Saddam Hussein, and September 11, 2001. It will include coverage of the war in Afghanistan. Fulfills the United States geographical area or Comparisons and Encounters major requirement.

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 cultural pluralism. Any current offerings follow.

215 ST: Cleopatra – History and Myth**4, x Davies**

Cleopatra VII Philopator, the last Ptolemaic ruler of Egypt (69-30 BCE), has long intrigued the imaginations of her onlookers. She has been dubbed the “world’s first celebrity,” and her name and many guises have been immortalized in everything from perfume to cigarettes to the silver screen. And yet Cleopatra remains hidden in what has been called a “fog of fiction” – a multiplicity of meanings that the queen herself encouraged, but which have also resulted in a tangled profusion in her images and stories. At times a glamorous seductress, at others, a self-indulgent victim, a tragic romantic, or a power-crazed visionary, Cleopatra has been at once a worldly and alluring manipulator of men, the ruination of the last Hellenistic kingdom, and an inspirational rebel. This course explores the many “Cleopatras,” from her own times to the present. It introduces the worlds of Hellenistic Egypt and Late Republican and Early Imperial Rome, and considers the ways in which the Ptolemaic queen constructed her own legend, as well as how her contemporaries responded in both writing and material culture. It examines the gendered nature of cultural politics between Egypt and Rome, as well as between Romans, in the wars between Pompey and Caesar, and Antony and Octavian. The course then reviews subsequent receptions of the Cleopatra legend, from later Greek and Roman authors to modern gendered, Orientalist, and racist versions of “Cleopatra,” as she continued to evolve as an icon of the exotic, enigmatic, and ill-fated woman-in-power. May be taken for credit toward the Greek and/or Roman history elective requirement in the Classics major. Distribution area: social sciences.

217 Decolonization in Africa**4, x 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; not offered 2016-17**

This survey course provides an introduction to the history of Africa from its earliest days to 1885. From this vast swath of time, select examples will be used to examine Africa's internal workings as well as its engagement with the wider world. Emphasizing continuity amidst change, the course's major themes include migration, trade systems, religious and cultural change, and the methods of studying the distant African past. The course is designed for first- and second-year students with no previous exposure to African history. Assignments include written examinations, short papers, and a map quiz. May be taken for credit toward the Race and Ethnic Studies major.

219 Nation Creation: Latin America in the Nineteenth Century**4, x Charlip**

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 2016-17**

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: cultural pluralism. Any current offerings follow.

225 Ancient Mediterranean — Near East

4; not offered 2016-17

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, x Davies

This course surveys the history of the Greek-speaking world, from Bronze Age beginnings to the Roman occupation. Using a range of ancient sources, both archaeological and literary, we will examine the many definitions of "Hellenic" identity – from the Minoan and Mycenaean worlds, to the rise of the *polis* and the phenomenon of Greek colonization, to Alexander's conquests and "globalizing" visions of pan-Hellenism. At the same time, we will consider the reception of these Hellenic identities – not only in the Hellenistic and Roman periods, but also in the modern world, in the often-problematic framing of what it means to be male, female, human, beautiful, "civilized," or "democratic."

227 Ancient Mediterranean — Rome

4; not offered 2016-17

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; not offered 2016-17

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**4; not offered 2016-17**

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.

231 Oceans Past and Future: Introduction to Marine Environmental History**4; not offered 2016-17**

Even though oceans cover approximately 70% of the earth's surface, environmental historians have focused most strongly on the terrestrial environment. The maritime environment influences human life in many ways, from regulating the global climate to changing or eroding the land we live on; from offering connections between far-flung areas to providing a source of food and entertainment. By examining the history of the marine environment, and the political, economic, and cultural influence of the sea, we can better understand environmental problems covering the entire globe. The course is a mixture of discussion and lecture.

232 Changing Landscapes: Introduction to Terrestrial Environmental History**x, 4 Arch**

Environmental history asks four main questions: what was the environment like in the past, how did it affect people, how did people affect it, and what did people think about it? This course will consider the answers to these questions by introducing major themes in environmental history. We will be looking at the ways that various landscapes around the world have shaped human history, and also how people have shaped these landscapes to better suit their needs and desires. Topics include the history and impact of agriculture, fire regimes, water use, urbanization, population growth, pollution, and energy regimes. We will also discuss the importance of changing perspectives of the terrestrial environment and the rise of environmentalism. Class will be conducted in a combined lecture/discussion format.

235 The Arab Spring in Historical Context**4; not offered 2016-17**

The current wave of protests sweeping the Middle East inspires this critical examination of the historic roots of revolt. While mapping the sites of protest-Tunisia, Egypt, Yemen, Libya, and Syria, and lesser known protests in Turkey and Iraq-students will examine the individual modern histories and politics prompting these revolutions. The course will also compare the economic, political, and social factors that have inspired the so-called Arab Spring. Students will study academic arguments about the origins of authoritarianism in the Middle East, the role social media plays in creating new sites of social protests, and the impact of neoliberal economic policies in creating the conditions for the revolution. Students will also be introduced to the cultural politics of the Arab World, including new forms of religious expression, contemporary hip-hop, and revolutionary art found in both Islamist and post-Islamist cultural spheres. Assignments include critical analysis of media coverage, short papers, and a final paper project.

237 The Making of England: From Roman Britain to the Wars of the Roses**4; not offered 2016-17**

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 2016-17**

This class will trace the important socioeconomic, 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 Shinto 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**4; not offered 2016-17**

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 socioeconomic 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: cultural pluralism. Any current offerings follow.

250 Colonies to Nation: North America, 1600-1800**4; not offered 2016-17**

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 2016-17**

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. Any current offerings follow.

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, x Lerman**

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 Migration and Ethnicity in the US**4; not offered 2016-17**

Throughout the history of the United States, there have been people “already here” and people coming and going. Studying the history of groups and migrations, the experiences of movers and stayers, the ways groups have defined themselves and understood others... is studying US history, and its connections to other peoples and places. This course will explore changing categories of “us” and “them” through historical study of big issues: citizenship, freedom, democracy; race, ethnicity, labor systems; inclusion, exclusion, removal, integration; biology, culture, heritage. The focus will be on 19th and 20th centuries, concluding with a chance to consider 21st century issues in this long historical context.

277 Nineteenth-Century Europe, 1815-1914**4; not offered 2016-17**

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**x, 4 Sharp**

A social, cultural, and political history of Europe from World War I through the Fall of Communism in 1989. This course looks at the “Dark Century” of Europe: its (self) destruction in the First and Second World Wars and the Holocaust; its experiments with fascism, Nazism, and communism, and its attempts to overcome the past after 1945. The course looks at why Europeans were seduced by violence in the pre-1945 era and at how the post-1945 welfare state tried to answer earlier tensions. Significant time is spent on the early Soviet Union and Nazi Germany, but we also will look at social and cultural change in the post-1945 era, including decolonization and the rise of immigration to Europe. The class ends with a brief exploration of the Revolutions of 1989.

279 Special Topics in European History**2-4**

A course which examines special topics in European history. Any current offerings follow.

283 Special Topics in Latin American History**2-4**

A course which examines special topics in Latin American history. Distribution area: cultural pluralism. Any current offerings follow.

287 Colonial Latin America**4; not offered 2016-17**

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
x, 4 Charlip

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 2016-17

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 Nineteenth-Century United States: Experiment to Empire
4; not offered 2016-17

The 19th century was a time of great change in the United States. From the launching of the "Republican Experiment" of the new nation through expansion, 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.

299 Historical Methodologies
4, 4 Fall: Schmitz; Spring: Lerman

An introduction to the methods, techniques, and concepts used by historians. The main emphasis will be on methods of historical research and analysis, including specific problems confronting historians in dealing with evidence, interpretation, and theory in differing chronological and geographic settings. Reading assignments, discussion, and a major research paper using primary sources are required. Required of the history major. Prior completion of at least one course at or above the 200 level strongly recommended. *Prerequisite:* consent of instructor.

300 Gender in Chinese History
4; not offered 2016-17

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.

305 World War I: Nationalism, Genocide, and the Imperial Mappings of the Modern Middle East
4; not offered 2016-17

Marking the centennial of World War I, this course will explore several themes beginning with the outbreak of war in 1914 and finishing with the peace settlement that remapped the modern Middle East. The course will begin with the theme of

self-determination and late Ottoman politics that gave rise to ethnic Turkish nationalism with the Young Turk Revolution in 1908. The subject will turn to competing regional nationalisms and the Young Turk's use of ethnic cleansing and genocide to demographically engineer Turkey while World War I was in full swing. We will then turn to the Arabian peninsula to study the Arab Revolt coordinated with British army officer T.E. Lawrence which effectively conquered the Ottoman Empire's southern front. Nationalism and self-determination finish the course as we examine the establishment and subsequent dismantling of an independent Arab state in Damascus and the Paris Peace Conference where self-determination and imperial ambitions were negotiated. Reading original documents, students will study in detail the remapping of the Middle East into a series of imperial mandates controlled by Britain and France. We will finish the course by examining residual political problems that persist as a result of this radical remapping of the modern Middle East. The course will have a balance of lecture and discussion of scholarly arguments and debates.

307 Beastly Modernity: Animals in the 19th Century

4; not offered 2016-17

Many people think that history has to be focused on humans. Furthermore, the modern era can seem like a period of minimal cohabitation with animals. But many of the dramatic changes in the nineteenth-century world in the transition to modernity were irrevocably linked to the ways that humans interacted with, used, and thought about other animals. By investigating human history around the globe with an eye to the nonhuman actors within it, you will learn more about the different ways that humans relate to other animals and the importance of other living beings in human lives in Europe, the Americas, Asia and Africa. This course considers the factors that shaped some of the most important trends in modern history, including: more extensive and faster transportation networks, modern urban design, scientific research, how nature is used as a resource, and the global increase in mass extinctions and invasive species. Class will be discussion-based, including in-class debates and a presentation of your final research paper. May be elected as Environmental Studies 307, but must be elected as Environmental Studies 307 to satisfy the interdisciplinary course requirement in environmental studies.

310 Topics in African History

4

A course which examines special topics in African history. Distribution area: social science or cultural pluralism. Any current offerings follow.

313 Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina **x, 4 Breckenridge and Charlip**

This interdisciplinary class crosses the borders of history and literature, considering the genres of literature, testimony, oral history, and visual representation as ways of knowing. The focus will be on the late twentieth-century dictatorships of Guatemala and Argentina. While both countries are in Latin America, they are dramatically different: Guatemala is a poor, underdeveloped nation with a majority indigenous population, while Argentina is more highly developed and prides itself on a majority European population. Yet both countries were ruled by dictatorships that carried out gruesome torture against their own citizens. The class questions how and why these dictatorships came to power and were able to operate with impunity. We will also explore how the history of the period can be known and its horrors expressed in meaningful ways. Readings include theoretical approaches regarding testimony and oral history as methods, truth commission reports, memoirs, fictionalized accounts, and filmic representations. Course taught in English. May be elected as Spanish 448. Course may count toward the Latin America geographical area, and the Comparisons and Encounters major requirement in History, but must be taken as History 313 for it to apply toward the major in History. This course satisfies the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures.

314 Colonial Moment in Africa

4; not offered 2016-17

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 cultural pluralism. Any current offerings follow.

315 ST: A Tale of Two Cities – Carthage and Rome

4, x Davies

This course explores the epic rivalry and long history of interaction between the ancient cities of Carthage and Rome, from earliest beginnings to the Punic Wars, and from imperial age through late antiquity. The contest between these two cities attained monumental status in the ancient world, and it continues to intrigue. There was – and is – an abiding sense that the collision course between Carthage and Rome largely determined the trajectory of the western Mediterranean world.

However, there is much more to the story than mere animosity, and to better grasp the complexities of exchange, this course will investigate the development of Carthage (the defeated) in negotiation, discord, and assimilation with that of Rome (the victor). Class discussions will focus on the interplay between ancient texts and archaeological evidence, and on ancient and modern views regarding Carthaginian and Roman cultures. May be taken for credit toward the ancient history elective requirement for the Classics and Classical Studies majors. Distribution area: social science.

319 Women in Africa

4; not offered 2016-17

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; not offered 2016-17

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 Greco-Macedonian expansion reshaped the Mediterranean world, even as the conquerors themselves were altered by the very peoples they had subjugated. Particular attention will be paid to the relationship between foreign conqueror and subject culture, the creation of royal dynasties, the development of ruler-worship, and the question of “Hellenization.”

322 History of the Palestinian-Israeli Conflict

4; not offered 2016-17

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: cultural pluralism. Any current offerings follow.

323 ST: The Middle East in Graphic Novels: History, Politics and the Tragic Comic x, 4 Unwalla

Once thought of as juvenile and immaterial to politics, society and culture, graphic novels are today frequently considered art forms, political satires and/or intellectual compositions fundamental to the health of our polities as well as our imaginings of past and present. This course will explore graphic novels with a focus on their representation of Middle Eastern history, peoples and politics. Reading such works as Joe Sacco's *Footnotes in Gaza*, Marjan Satrapi's *Persepolis*, Craig Thompson's *Habibi*, Brian K. Vaughan's *Pride of Baghdad* and several others, we will discuss the evolution of the medium, the fraught history of visually representing the Middle East, as well as the challenges and opportunities graphic novels present for understanding the region. On this latter note, particular attention will be paid to the contentious use of graphic novels as works of journalism, oral history, and autobiography as well as to fundamental questions on the ethics of graphically representing tragic episodes from Middle Eastern pasts. Finally, given recent events associated with cartooning (i.e. the Charlie Hebdo massacre) we will also seek to grapple with such divisive issues as Islamophobia, Orientalism, free speech, and the uses and limits of satire. Distribution area: social science or cultural pluralism.

325 Women and Gender in Islamic Societies

4; not offered 2016-17

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.

329 Rights, Revolution, and Empire: France 1789-1815

4; not offered 2016-17

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.

330 Hail Caesar? The Roman Revolution

4; not offered 2016-17

On the Ides of March, 44 BCE, the Roman world stood at a crossroads. Its newly minted dictator-for-life, Julius Caesar, lay dead, publicly slain by a group of senators, who declared that the Republic had been freed and restored. And yet, over the next few decades, the Roman state and the broader Mediterranean world continued to be racked by turmoil. Out of this crucible, a new "Republic" and world-*imperium* emerged, one headed by a "first citizen": the nephew and heir of Caesar, Octavian-Augustus. Over the millennia, it has proven overwhelmingly seductive to view Caesar and Augustus, and their "Roman Revolution" from a teleological perspective, with these men inevitably marking both the "fall" of the Republic and the rise of a Roman "Empire." This course seeks to explore the ancient origins of this teleological perspective and to delve more deeply into a remarkably complex chapter that shaped the history of a "Western" world. Using a combination of archaeological, art historical, literary, and epigraphic evidence, this course will investigate the dramatic transformations of political and social life in the Roman world, from second century BCE to first century CE.

**332 Conversion, Crusade, and Conquest: European Cultural Encounters, c. 400-1600
4; not offered 2016-17**

Medieval and early modern 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 up to and including the “age of discovery” that was inaugurated by Columbus’ voyages. 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. The course will conclude with the European response to the exploration and colonization of the “New World.”

**333 Never-Ending Revolution? The French Experiment, 1789-2002
4; not offered 2016-17**

Liberté, fraternité, égalité were the watchwords of the Revolution of 1789. Revolutionaries believed that equality and liberty were universal values, applicable to all people and societies. Yet it took at least three more revolutions and substantial bloodshed to even begin to implement this vision. This course explores the ongoing struggle in France and its colonies over who could claim the supposedly universal rights of equality and why -- peasants? workers? women? colonial subjects? immigrants? We’ll also ask how French visions of human rights were woven into the history of Europe as whole and have helped determine our contemporary definitions of democracy. Topics include social and cultural struggles as well as political ones, acknowledging the breadth of what liberty, fraternity, and equality meant to historical actors.

**335 Modern European Imperialism
x, 4 Sharp**

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?
4, x Sharp**

More than any other Western European nation, Germans have struggled to identify what it means to be a citizen of a nation. The course begins with a look at central Europe prior to 1848, when “Germany” was a collection of minor states fought over by Prussia and Austria. We’ll look at liberal nationalism as a unifying force and explore the way Bismarck created a nation while bypassing that same nationalism, then move to explore the nation that Germany became. From struggles over socialism in the late 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.

**344 China in Revolution
4; not offered 2016-17**

From the late nineteenth century, China underwent major political and social change. Nationalist revolutionaries destroyed the imperial system; amidst the ensuing instability communist revolutionaries arose. This course explores national and international politics but also pays close attention to the acute social and cultural changes that shook Chinese society in terms of expected familial, social, gender, ethnic, and class roles. Chinese communists attempted to remake society through mass campaigns, to make intellectuals into peasants, and everyone into comrades. Contemporary China has seen the thriving of socialism with “Chinese characteristics.” While many of these themes will be examined at the national and international level, we will also explore a number of the issues at the local level. Work will include several analytical papers, the final one being a research paper.

346 Modern Japanese History**4; not offered 2016-17**

From the collapse of samurai society in 1868 to the collapse of the Fukushima nuclear power plant in 2011, from the rise of the Meiji state to the global spread of the Japanese entertainment industry, the modern history of Japan presents one of the more striking transformations in the interconnected history of the modern world. This course will explore how people in Japan have dealt with some of the major issues of modern global history: the social upheavals and transformations of capitalism and democracy, the fate of modern imperialism, the experience of total war, and the spread of mass consumer culture. Class meetings will be divided between lecture and discussion of primary and secondary texts. May be taken for credit toward the Asian and Middle Eastern Studies major.

348 Horseriders and Samurai: Comparisons in Early Modern East Asia**x, 4 Arch and Dott**

In this comparative course we will examine political, social, economic and cultural conditions following the establishment of the Manchu Qing Dynasty in China and the Tokugawa Shogunate in Japan in the seventeenth century. In both regions the elite were initially warriors—the samurai class in Japan and the Manchu ethnic group in China. Both regimes restructured society, placing themselves at the top—yet neither group could rule without support from other segments of the society. In addition to examining differences and convergences in the areas of state institutions and social organization, we will also explore changing gender roles and shifting economic conditions, as well as local conditions. Assignments will include several analytical papers, the final one being a research paper.

349 Topics in Asian History**2-4**

A course which examines special topics in Asian history. Distribution area: cultural pluralism. Any current offerings follow.

349 ST: Questions of Colonialism and De-Imperialization in East Asia**4, x Dott and Shigeto**

This is an interdisciplinary course drawing on history and literary studies. The course begins by examining Japan's models for imperialism and colonialism. We will then turn to the specifics of Japan's imperial expansion into and local resistance within the Ryukyu Islands (Okinawa), Taiwan, Korea, and China in the 19th and 20th centuries. We then consider issues of decolonization and de-imperialization (colonizers coming to terms with their imperialist past) after 1945, including the ways in which the US Cold War geopolitics impacted those processes and the ramifications all the way up to the present. The course is primarily a discussion-based seminar, where we will analyze historical sources, literary fiction, film and critical writings. There will be several paper assignments. May be elected as World Literature 387. May be taken for credit toward the Asian and Middle Eastern Studies major. Not open to first year students. Distribution area: humanities, social sciences, or cultural pluralism.

355 Pacific Whaling History**4; not offered 2016-17**

From aboriginal shore-based hunts to modern factory ship whaling, the pursuit of whales has drawn people together and set them at odds with each other, particularly since the rise of the environmental movement. This seminar will look at the history of whaling throughout the Pacific Basin, from the west coast of the Americas to Japan and Australia, and all the waters in between. Using a mixture of primary and secondary sources, we will consider in particular the environmental impact of whaling in different areas of the Pacific, as well as the role of environmentalism in changing attitudes towards whaling in the twentieth century. This course is discussion-based, with paper and presentation assignments.

364 The Black Atlantic**4, x Woodfork**

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 2016-17

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, x Schmitz

This course will examine the social, cultural, and political changes accompanying America's revolution into a modern society. Topics will include the Progressive Movement, the development of a corporate economy, the response to the crisis of the Great Depression, how the United States responded to two world wars, and the impact those wars had upon American society, the rise of mass culture and consumerism, changes in work and leisure, questions of race and gender, and the politics and diplomacy of the period.

369 The United States Since the Second World War (1945 to Present)

x, 4 Schmitz

From the collapse of samurai society in 1868 to the collapse of the Fukushima nuclear power plant in 2011, from the rise of the Meiji state to the global spread of the Japanese entertainment industry, the modern history of Japan presents one of the more striking transformations in the interconnected history of the modern world. This course will explore how people in Japan have dealt with some of the major issues of modern global history: the social upheavals and transformations of capitalism and democracy, the fate of modern imperialism, the experience of total war, and the spread of mass consumer culture. Class meetings will be divided between lecture and discussion of primary and secondary texts.

370 Gendered Lens on U.S. History

4; not offered 2016-17

This class explores the uses and meanings of gender categories in the history of the United States. It explores how these categories have been deployed in a multicultural nation, and asks in what ways other kinds of social and geographic boundaries – for example race, class, region, ethnicity, sexuality, citizenship – have shaped gendered experience, and when. In the past half-century, constructing and rewriting the history of people called “women” led to an interrogation of gender categories and boundaries, such that understanding U.S. history now demands attention to the ongoing reconstructions of masculinities and femininities, and their intersections with other ways of delineating difference, and power. This class explores gender ideologies and gendered experience in a range of contexts from the 18th through the 20th centuries. Readings include primary and secondary sources; papers and discussion required.

371 African American History

4; not offered 2016-17

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. Any current offerings follow.

379 Topics in European History

2-4

A course which examines special topics in European history. Any current offerings follow.

380 Topics in Comparative History

2-4

A course which examines selected topics applied across geographical boundaries or chronological periods. Any current offerings follow.

380 ST: Remembering the Traumatic 20th Century x, 4 Unwalla

The traumas of the 20th century do more than linger in our memory. War and genocide, nuclear catastrophe and forced migration have all served to define our perception of past and present, self and society. And yet, by the very immeasurability of their horrors, such events continue to confound our efforts to remember and derive meaning – accurately, wholly, and ethically. Exploring such diverse cases as the Holocaust, Apartheid, Chernobyl and many others, this course asks students to delve into the murky world of memory studies with a particular focus on its use in revealing long hidden voices and confronting traumatic pasts. Working through the disjunctions between personal and collective memory, we will explore the various ways in which we as individuals and societies attempt to construct and deconstruct the past for our purposes in the present. Each week will center on a different theme or approach set against a revolving cast of historical events or contexts. For example, students might in one week investigate oral histories of the Holocaust while in others debate gendered remembrance of ‘The Catastrophe’ in Israel-Palestine, trauma and healing in post-apartheid South Africa, memorialization of the Hiroshima and Nagasaki bombings, and numerous other recurrent topics in the field. Beyond lectures and discussions, students will be given the opportunity to engage in hands-on practice of specific methods like oral history and museology, thus allowing them to grasp at a fundamental level the obstacles and opportunities afforded in utilizing memory as a mode of analysis. No prior background knowledge on memory studies or any particular historical contexts is required. Distribution area: social science or cultural pluralism.

382 United States-Latin American Relations

4; not offered 2016-17

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. Coursework will include lectures and discussion, use of primary and secondary materials. Requirements include papers and essay exams.

384 Cuba and Nicaragua

4; not offered 2016-17

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 coursework 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. Any current offerings follow.

389 History of Mexico**4; not offered 2016-17**

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 Gender and Sexuality in the Middle Ages**x, 4 Cotts**

Diverse and often contradictory attitudes toward gender and sexuality informed most of the important spheres of medieval European culture. This course will explore how these attitudes operated in a wide range of sources with a view to three main issues: the status of women in society and the determination of sex roles; medieval attitudes to sex and sexuality; and the changes in religious symbolism relating to gender throughout 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.

401 Topics in Comparative History**4, x Charlip and Cotts**

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.

470 Internship**3, x Schmitz**

Internships are designed to provide an opportunity for students to gain firsthand experience working as an historian with primary materials in an off-campus organization. Department approval in advance is required. Students accepted in the department's summer historical internship program are required to take this class the following fall.

488 Seminar in African History**4**

A seminar in a selected topic of African history. Any current offering follows.

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. Any current offerings follow.

489 VT: Roman Imperialism**x, 4 Davies**

It has been said that "the rise and fall of a great empire cannot fail to fascinate us, for we can all see in such a story something of our own times." This course is a deeper exploration of the layered stories enveloping Rome's "great empire" – a phenomenon whose reputation was successively foretold, celebrated, bemoaned, mourned, and immortalized in antiquity... and beyond. The course searches for the deepest roots of Roman imperialism, and traces the evolving self-

definitions (and justifying rhetoric) of “Roman-ness,” Roman statehood, and Roman *imperium*. At the same time, it considers the delineation of non-Roman “others” and the “middle grounds” in which decidedly non-binary interactions took place. In doing so, the course investigates a complex terrain of paradoxes: the juxtapositions of conservatism with innovation, of flexibility with intolerance, of autocracy with philanthropy, of opposition with collaboration, and of obsession regarding self-ruin coupled with a deep-seated faith in “Rome Eternal.” The course also unfolds the modern afterlives of the Roman empire, investigating the appropriations of an imperial “mission” by European powers, the problematically linear links forged between Rome and a constructed “West,” and an unnervingly persistent legacy of nostalgia in the scholarship on Rome and Roman imperialism. Throughout the semester, we will continue to define and redefine the terms “imperialism” and “empire,” and ask the following questions (among others): what are the relationships between the form of government of the imperializing power and its imperialism? What role is played by a specific view of human nature? What are the connections between empire and geography? What evidence survives of resistance? What factors seem most decisive in an empire’s collapse – and did Rome “fall”? To what extent has Rome become a “template” for empire, and to what extent is it not a necessary prototype? May be taken for credit toward the ancient history elective requirement for the Classics and Classical Studies majors. *Prerequisite*: a course in Ancient history above the 100 level or consent of instructor. Distribution area: social science.

490 Seminar in Asian History

4

A seminar in selected topics of Asian history. Any current offerings follow.

492 Seminar in European History

4

Selected fields of European history. Any current offerings follow.

493 Seminar in American History

4

Critical examination of a theme, period, or trend in American history. *Prerequisite*: consent of instructor. Any current offerings follow.

493 Seminar: Historicizing "Kids": Exploring Childhood in the United States

4, x Lerman

While it may be easy to assume that categories like "child" and "teenager" are natural and obvious, the historical evidence tells us that age categories and their legal, social, political, economic, and cultural meanings change over time. At what age, for example, should people work, leave home, vote, play, fight wars, get married, learn to write, do household chores, acquire cell phones, buy cigarettes, be tried in court as adults? When and how can legal "minors" assert agency, and who has been allowed to make decisions on their behalf? In what ways do other categories of classification -- such as class, gender, race, region -- intersect with age? This seminar will explore historical approaches to "children" from enlightenment understandings through the cold war, considering both the ways adults have defined children, and the possibilities for writing histories from the child's point of view.

Distribution area: social sciences.

494 Seminar in Middle East History

4

A seminar in a selected topic of Middle East history. Any current offerings follow.

495 Seminar in Latin American History

4

A seminar in a selected topic of Latin American history. Any current offerings follow.

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

Interdisciplinary Studies 490 and 498 are for the student completing an individually planned major (for information on the individually planned major see “Major Study Requirements” in the *Academics* section of this catalog).

100 Special Topics in Health Care and Professions

1-4

Offerings under this designation will include both academic and activity courses for students interested in understanding health care systems and in preparing for future careers in the professions. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. Any current offerings follow.

100A ST: Introduction to Health Care and its Professions

1, x Mueller

This course is designed to introduce students to the broad scope of health care and the academic and personal competencies necessary for the health professions. Through reading and discussion, students will be introduced to the history and evolving roles of the professions; professionalism and ethics in health care; and health care access, delivery, costs, and disparities in the US and around the world. Graded credit/no credit.

100B ST: Health Professions Careers I

1, x Mueller

This course is designed for first and second year students who are pondering a career in a health profession. Students will explore course and major selection across the liberal arts. The role of shadowing, observation, and volunteer work for discerning a career path in the professions will be presented. Activity credit limitation applies. Graded credit/no credit. Open to first and second year students.

100C ST: Health Professions Careers II

1, x Mueller

This course is designed for students preparing for applications to a post baccalaureate program in the health professions. The course will also direct students in the application process, including preparation for admissions testing, writing of personal statements, obtaining letters of evaluation, interviewing, and financing. Activity credit limitation applies. Graded credit/no credit. Open to juniors and seniors.

200 Special Topics in Interdisciplinary Studies

1

Offerings under this designation will be short-term classes and/or seminars of an interdisciplinary nature. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. May be repeated for a maximum of four credits. Any current offerings follow.

200 ST: International Climate Negotiations, Policy and Ethics

1, x Staff

Starting in 1992 most countries in the world began participating in the United Nations Framework Convention on Climate Change (UNFCCC) to try to create a global agreement to address this critical global problem. After many failed attempts, the parties to the UNFCCC meeting in December 2015 succeeded in creating the historic Paris Climate Agreement. The stakes could not be much higher. At current rates of emissions, we could see atmospheric concentrations of greenhouse gases increase to levels making it practically impossible to stabilize the temperature at levels remotely close to agreed upon norms of climate safety. The consequences of rising temperatures caused by these emissions are not only modeled at this point, but have been observed: rising sea levels, droughts, impacts on food prices, increased intensity of tropical storms, and possible waves of “climate refugees.” The biggest question though is whether the Paris Agreement will actually succeed in addressing these critical issues.

In this intensive course we will do three things. (1) Better understand the history of the UNFCCC negotiations that led to the Paris outcome. (2) Evaluate the outcome from the concrete perspectives of broadly considered norms of achieving climate stabilization goals, the shift the agreement may have caused in international relations (especially between the U.S. and China), and the ultimate fairness of the agreement. Finally, (3), we will look at the remaining “homework” leftover from the Paris Agreement that will be decided from November 7-18, when the UNFCCC parties reconvene in Marrakesh, Morocco. We will not approach the past or future of the global climate negotiations as an academic exercise, but through a deep dive into the messy international politics that have dominated this issue since it was first taken seriously. Students will prepare a briefing paper for climate negotiators for the Marrakesh UNFCCC meeting on the status of one of the remaining contentious issues in the negotiations and track the outcome of this issue through the Marrakesh meeting.

The instructor is both an academic and has been an active participant in international climate negotiations either through NGOs or as a negotiator for over a decade. From 2013-2016 he was one of the most senior climate change officials in the U.S. government, serving as Senior Adviser and India Counselor to the U.S. Special Envoy on Climate Change, and Climate Change Adviser in Secretary Kerry’s Office of Policy Planning in the U.S. Department of State.

The course will meet in the evenings from 7:30-9:50, Monday through Thursday, October 24-27. Students will also be expected to attend Professor Light’s public lecture and/or brownbag lunch. Coursework will include readings distributed in advance of the start of the seminar. Graded credit/no credit. Distribution area: none.

220 Fire and Ice: Canadian Issues and Identity **x, 2 Iverson et. al.**

This team-taught course will begin by providing a basic understanding of Canadian geography, history, politics and culture. Building on that broad foundation, we will study an array of current issues (across disciplinary boundaries) that help to shape Canadian identity today. These may include environmental issues, such as the tar sands; economic issues, such as Canada's apparent insulation from the 2007-2009 global financial crisis; border issues, such as fishing rights and terrorism; and national issues, such as Quebec sovereignty. This rich survey of a range of sociopolitical issues will end with an in-depth study of one specific issue that is crucial to Canadian identity, cultural plurality. We will explore the angst surrounding Canada’s multicultural policy and explore a variety of cultural responses ranging from literature to religion and sports. Two meetings per week. Assignments will include a range of quizzes, short written assignments, and a poster presentation.

230 Special Topics in Interdisciplinary Studies **2**

Any current offerings follow.

230 ST: Thinking Digitally: Data and Culture **x, 2 Jones, Alker, Sprunger et al.**

This course interrogates the information, machines, and systems that structure our lives. Using Whitman Campus and the Walla Walla community as a source of materials and a laboratory, students will work collaboratively to design critical research questions that can be answered using digital tools. We will investigate practical, ethical, intellectual, creative, and critical interactions between the digital and non-digital worlds through text manipulation, data visualization, and storytelling. Students will explore systems of knowledge, use tools to structure and work with many kinds of data, and engage with debates about digital research methodologies. This course will be taught by experts in a variety of fields and has no prerequisites. No prior knowledge of digital tools is required.

300 Special Topics in International or Global Studies **1-4**

A course which examines a specific topic within the area of international studies. Any current offerings follow.

400 O’Donnell Endowment: Special Topics in Applied International Studies **1**

The Ashton and Virginia O’Donnell Endowment exists to bring to campus individuals who are expert practitioners in global 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 short-term classes and/or seminars led by the O'Donnell Visiting Educator. Graded credit/no credit. May be repeated for a maximum of four credits. Distribution area: none. Any current offerings follow.

490 Senior Project**1-4, 1-4 Staff**

Interdisciplinary project, reading or research undertaken as part of an approved individually planned major or combined major. *Prerequisite:* approved individually planned 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 individually planned major or combined major. Required of and limited to senior honors candidates.

Distribution area: none.

Japanese

Chair: Zahi Zalloua, 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 independent study classes in calligraphy and tea ceremony, 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.

Distribution: Courses completed in Japanese apply to the humanities and cultural pluralism distribution areas.

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. Independent study credits may not be used to fulfill minor 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 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 Johnson

The grammatical basis for reading modern Japanese literature and for conducting conversations on general topics. Course may meet up to five scheduled periods per week. *Prerequisite for 106:* Japanese 105.

205, 206 Intermediate Japanese

4, 4 Takemoto

This course continues to introduce new grammar patterns and *kanji*, while providing the student with the opportunity to practice conversational skills and to read cultural and literary materials. Course may meet up to five scheduled periods per week. *Prerequisite for 205:* Japanese 106 or consent of instructor. *Prerequisite for 206:* Japanese 205 or consent of instructor.

305, 306 Third-Year Japanese

4, 4 Shigeto

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. *Prerequisite for 305:* Japanese 206 or consent of instructor. *Prerequisite for 306:* Japanese 305 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 Fall: Takemoto; Spring: Shigeto

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. *Prerequisite for 405:* Japanese 306 or consent of instructor. *Prerequisite for 406:* Japanese 405 or consent of instructor.

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 *Art History and Visual Culture Studies* and *World Literature* sections of the catalog.

Latin American Studies

Contact: Aaron Bobrow-Strain, Politics (*on Sabbatical, Fall 2016*)

Julie A. Charlip, History

Jason Pribilsky, Anthropology and Interdisciplinary Studies, *Chair, Division I*

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 188, 209, 219, 283, 287, 288, 382, 384, 387, 389, 495; Politics 242, 334; Spanish 341, 342, 343, 411, 449, 457; and World Literature 381-390, 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, 382, 384, 387, 389, 495; Politics 242, 334; Spanish 411, 449, 457; and World Literature 387-390, 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.

Library

100 Information Literacy

1, 1 Fall: Carter, Murphy; Spring: Blau

The purpose of this course is to introduce the resources and services of Penrose Library while 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 Salrin

Primary Sources Seminar will prepare you to undertake significant primary source research by providing you with a cross-disciplinary understanding of the creation and use of primary source materials. We'll focus on developing artifactual literacy and archival intelligence through hands-on activities; possible outcomes include student-authored finding aids and digital exhibits. This class will be taught in the Whitman College and Northwest Archives. Graded credit/no credit.

Recommended prerequisites: Library 100.

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. May be elected as Composition 107.

Mathematics and Computer Science

Chair: Douglas Hundley

Barry Balof

James Cotts

Janet Davis

Stacy Edmondson

Andrew Exley

Russell A. Gordon

David Guichard

Patrick W. Keef (*on Sabbatical, 2016-2017*)

Maryna Ptukhina

Albert W. Schueller

John Stratton

Mathematics

Mathematics courses provide an opportunity to study mathematics for its own sake and as a tool for use in the physical, social, and life sciences.

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 128) 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 Computer Science 167, 270, and Mathematics 235, 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 general and advanced topics.

Distribution: Courses completed in mathematics apply to the quantitative analysis distribution area.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- Solve mathematical problems. Learn new mathematics independently. Evaluate mathematical arguments. Have depth of study in at least one area of mathematics. Have a basic understanding of several branches of mathematics.

- **Communication**

- Communicate mathematical ideas effectively both orally and in writing.

- **Quantitative Skills**

- See other goals.

The Mathematics major: A total of 36 credits, to include Mathematics 225, 235, 240, 260; any two of 455, 456, 475, 476; 497 or 498; 12 additional credits in mathematics courses numbered above 200. An average of the grades received in Mathematics 225, Mathematics 240 and Mathematics 260 of 2.5 or better is required. For students with transfer credit from outside of Whitman in one or more of these courses, the grade earned at that institution shall be used. Grades of B (3.0) or better in Mathematics 225, 240, and 260 are strongly recommended for any student considering mathematics as a major, and both courses ought to be completed by the end of the sophomore year. Students planning graduate study should take Mathematics 456 and 486 and 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 (including six credits for Mathematics 125, 126).

Twenty-six mathematics credits are required for the mathematics-physics major, 29 mathematics credits for the economics-mathematics major, and 29 mathematics credits for the 3-2 mathematics-computer science major.

Honors in the major: Students do not apply for admission to candidacy for honors. To be granted honors, a senior Mathematics Major must attain the minimum Cumulative and Major GPAs specified in the faculty code (3.300 and 3.500, respectively), pass the Senior Comprehensive Examination with distinction, register for Mathematics 497, write a thesis graded A or A- by the Mathematics and Computer Science Department faculty, and receive departmental approval. The Chair of the Mathematics and Computer Science Department will notify the Registrar of those students attaining Honors in Major Study no later than the beginning of the third week of April for spring honors thesis candidates. Two copies of the Honors Theses must be submitted to Penrose Library no later than Reading Day.

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

The Economics-Mathematics combined major: Computer Science 167, Mathematics 225, 235, 240, 244, 247, 349, and three additional credits chosen from mathematics courses numbered above 200. Economics 100 or 101, 102, 307, 308, 327, 428, plus one additional course in economics. Students should note that in addition to Economics 307 and 308, the

prerequisites for Economics 327 include Economics 227 (or Mathematics 128 or 247). However, neither Economics 227 nor Mathematics 128 applies toward the minimum major requirements. In addition, Economics 100 or 101, 102, and Mathematics 247 are the prerequisites for Economics 327. 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 27-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.

The Mathematics-Physics combined major: Mathematics 225, 235, 240, 244, and nine additional credits in mathematics courses numbered above 200; Physics 145 or 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480, or 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.

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 lab, Mathematics 235, in addition to Mathematics 225. Because the lab course teaches skills that are useful in other mathematics and science courses, it is strongly recommended that students take Mathematics 235 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 Computer Science 167 and receive three credits in computer science.
- IV. Students with a 4 or 5 on the statistics test are considered to have completed the equivalent of Mathematics 128 and receive three credits in mathematics. Students should consider taking Mathematics 247 if they have also completed the equivalent of Mathematics 125.

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.

119 Programming with Robots 3; not offered 2016-17

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, 3 Fall: Cotts, R. Gordon; Spring: Cotts

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 exponential/logarithmic functions or consent of instructor.

126 Calculus II 3, 3 Fall: Balof, Hundley; Spring: Cotts, R. Gordon

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

128 Elementary Statistics**3, 3 Ptukhina**

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.

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. Any current offerings follow.

203 ST: Counterexamples in Calculus**3, x Schueller**

This course will examine incorrect mathematical statements in calculus and ways to refute them. Emphasis will be placed on the construction, presentation, and validation of counterexamples. Each week students will consider a collection of false statements and lead a discussion about the statements and related counterexamples. The texts, *Proofs and Refutations* by Imre Lakatos and *Counterexamples in Calculus* by Sergiy Klymchuk will be used. *Prerequisite:* Mathematics 126.

220 Discrete Mathematics & Functional Programming**3, x J. Davis**

Students will practice formal reasoning over discrete structures through two parallel modes: mathematical proofs and computer programs. We will introduce sets and lists, Boolean logic, and proof techniques. We will explore recursive algorithms and data types alongside mathematical and structural induction. We consider relations and functions as mathematical objects built on set theory and develop idioms of higher-order programming. If time permits, additional topics may include graphs, lattices, or groups, and their applications to computer science. May be elected as Computer Science 220. *Prerequisite:* Computer Science 167 or any course in mathematics.

225 Calculus III**4, 4 Fall: Guichard; Spring: Balof**

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 Hundley**

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.

240 Linear Algebra**3, 3 Fall: Edmondson; Spring: Hundley**

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.

244 Differential Equations**3, 3 Fall: R. Gordon; Spring: Hundley**

This course includes first and second order linear differential equations and applications. Other topics may include systems of differential equations and series solutions of differential equations. *Prerequisite:* Mathematics 225.

247 Statistics with Applications**3, 3 Fall: Edmondson, Ptukhina; Spring: Edmondson**

An introduction to statistics for students who have taken at least one course in calculus. Focuses on learning statistical concepts and inference through investigations. Topics include, but are not limited to, exploratory graphics, sampling methods, randomization, hypothesis tests, confidence intervals, and probability distributions. A statistical software package will be used. *Prerequisite:* Mathematics 125 or equivalent.

248 Statistical Modeling**x, 3 Ptukhina**

This course follows introductory statistics by investigating more complex statistical models and their application to real data. The topics may include simple linear regression, multiple regression, non-parametric methods, and logistic regression. A statistical software package will be used. *Prerequisite:* Mathematics 128, Mathematics 247, Biology 228, Economics 227, or Environmental Studies 207.

260 An Introduction to Higher Mathematics**3, 3 Fall: Balof; Spring: Guichard**

An introduction to some of the concepts and methodology of advanced mathematics. Emphasis is on the notions of rigor and proof. This course is intended for students interested in majoring in mathematics; students should plan to complete it not later than the spring semester of the sophomore year. *Prerequisite:* Mathematics 225.

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.

287 Independent Study in Geometry**3, 3 R. Gordon**

This independent study in geometry will include a review of high school geometry, a few topics in advanced Euclidean geometry, a reading of Books I and II of Euclid's Elements, and an introduction to hyperbolic geometry. The grading for the course will be based on a journal (20%), a two-hour written midterm exam (40%), and a one-hour oral final exam (40%). Since the student will be working independently on the material, a disciplined work ethic is required. *Prerequisite:* Mathematics 225.

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. Graded credit/no credit. May be repeated for a maximum of four credits. *Prerequisite:* consent of instructor.

337 Geometry**3; not offered 2016-17**

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.

339 Operations Research**3; not offered 2016-17**

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. *Prerequisites:* Mathematics 240; Computer Science 167 or Mathematics 235.

349 Probability Theory**x, 3 Edmondson**

A formal introduction to probability and randomness. The topics of the course include but are not limited to conditional probability, Bayes' Theorem, random variables, the Central Limit Theorem, expectation and variance. Both discrete and

continuous probability distribution functions and cumulative distribution functions are studied. *Prerequisite:* Mathematics 225.

350 Mathematical Modeling and Numerical Methods

3, x Hundley

This course explores the process of building, analyzing and interpreting mathematical descriptions of physical processes. This may include theoretical models using statistics and differential equations, simulation modeling, and empirical modeling (meaning model building from data). The course will involve some computer programming, so previous programming experience is helpful. *Prerequisites:* Mathematics 240 and 244.

358 Combinatorics and Graph Theory

3; not offered 2016-17

Topics in elementary combinatorics, including: permutations, combinations, generating functions, the inclusion-exclusion principle, and other counting techniques; graph theory; and recurrence relations. *Prerequisite:* Mathematics 260 or consent of instructor.

367 Engineering Mathematics

x, 3 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 2016-17

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.

371, 372 Special Topics

1-3

Any current offerings follow.

372 ST: Design and Analysis of Research Studies

x, 3 Ptukhina

Statistical concepts and statistical methodology useful in descriptive, experimental, and analytical study of biological and other natural phenomena. Course covers major design structures, including blocking, nesting and repeated measures (longitudinal data), and statistical analysis associated with these structures. *Prerequisite:* Mathematics 247 or consent of instructor. Distribution area: quantitative analysis.

438 Statistical Theory

4, x Edmondson

This course studies the mathematical theory of statistics with a focus on the theory of estimation and hypothesis tests. Topics may include properties of estimators, maximum likelihood estimation, convergence in probability, the central limit theorem, order statistics, moment generating functions, and likelihood ratio tests. A statistical software package will be used. *Prerequisites:* Mathematics 349 and one of Mathematics 128, Mathematics 247, Biology 228, Economics 227, or Environmental Studies 207.

455, 456 Real Analysis

4, 4 Schueller

First semester: a rigorous study of the basic concepts of real analysis, with emphasis on real-valued functions defined on intervals of real numbers. Topics include sequences, continuity, differentiation, integration, infinite series, and series of functions. Second semester: content varies from instructor to instructor but includes topics from metric spaces, the calculus of vector-valued functions, and more advanced integration theory. *Prerequisite:* Mathematics 260.

467 Numerical Analysis**x, 3 Staff**

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:* Computer Science 167. *Pre- or corequisite:* Mathematics 240.

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. Any current offerings follow.

475, 476 Abstract Algebra**4, 4 Guichard**

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.

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.

497 Senior Project**x, 4 Schueller**

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. A final written and oral report on the project is completed.

498 Honors Thesis**4, 4 Staff**

Preparation of an honors thesis. Required of and limited to senior honors candidates in mathematics. Students will be a part of the Mathematics 497 *Senior Project* class (described above), but their work will be held to a higher standard.

Prerequisite: admission to honors candidacy.

Computer Science

Students of computer science will gain insight into a technology on which we increasingly rely, while learning new ways of thinking and tools to solve problems in many domains. Central to computer science is the concept of an algorithm--a precise, repeatable procedure for solving a well-defined problem. Computer scientists discover, define and characterize computational problems; they design, implement, and evaluate algorithmic solutions.

Whitman currently offers a minor in computer science, supported by two introductory courses and a few special topics courses that span the discipline. We aim to offer a significantly expanded curriculum beginning in the 2016-17 academic year.

Learning Goals: Upon graduation, a student will be able to:

- **Minor-Specific Areas of Knowledge**

- Identify and describe computational problems; design, implement, and evaluate algorithmic solutions. Apply core algorithmic concepts and data structures. Consider multiple approaches to solving problems. Independently learn new programming languages and tools. Discuss applications of computing in society as well as relationships to other disciplines.

- **Communication**

- Communicate computational ideas in speech, writing, diagrams, and at least one programming language. Work with others to understand and solve computational problems.

- **Quantitative Skills**

- See other goals.

Majoring in Computer Science. Please see the *Combined Plans* section of this catalog.

The Computer Science minor: A minimum of 15 credits in courses numbered 200 or above.

167 Introduction to Computational Problem Solving

4, 4 J. Davis, Exley

Students will learn to design, document, implement, test, and debug algorithmic solutions to computational problems in a high-level, object-oriented programming language. We introduce core concepts: algorithms, data structures, and abstraction. We apply foundational constructs common to all programming languages: data types, variables, conditional execution, iteration, and subroutines. Students will gain experience with exploratory and structured approaches to problem solving through collaborative in-class exercises. Frequent programming projects will address applications of computing to problems arising from other disciplines.

200-204 Special Topics in Introductory Computer Science

1-4

A course which examines special topics in computer science at the introductory level. *Prerequisite:* Computer Science 167. Any current offerings follow.

210 Computer Systems Fundamentals

x, 3 Stratton

This course integrates key ideas from digital logic, computer architecture, compilers, and operating systems, in one unified framework. This will be done constructively, by building a general-purpose computer system from ground up: from the low level details of switching circuits to the high level abstractions of modern programming languages. In the process, we will explore software engineering and algorithmic techniques used in the design of modern hardware and software systems. We will discuss fundamental trade-offs and future trends. *Prerequisite:* Computer Science 167.

220 Discrete Mathematics & Functional Programming

3, x J. Davis

Students will practice formal reasoning over discrete structures through two parallel modes: mathematical proofs and computer programs. We will introduce sets and lists, Boolean logic, and proof techniques. We will explore recursive algorithms and data types alongside mathematical and structural induction. We consider relations and functions as mathematical objects built on set theory and develop idioms of higher-order programming. If time permits, additional topics may include graphs, lattices, or groups, and their applications to computer science. May be elected as Mathematics 220. *Prerequisite:* Computer Science 167 or any course in mathematics.

270 Data Structures

4, 4 Stratton

This course addresses the representation, storage, access, and manipulation of data. We discuss appropriate choices of data structures for diverse problem contexts. We consider abstract data types such as stacks, queues, maps, and graphs, as well as implementations using files, arrays, linked lists, tree structures, heaps, and hash tables. We analyze and implement methods of updating, sorting, and searching for data in these structures. We develop object-oriented programming concepts such as inheritance, polymorphism, and encapsulation. We consider implementation issues including dynamic memory management and garbage collection, as well as tools for programming in the large. *Prerequisite:* Computer Science 167.

300-304 Special Topics in Computer Science

1-4

A course which examines special topics in computer science at the intermediate level. Any current offerings follow.

300 ST: Software Design

x, 3 J. Davis

What makes code beautiful? We consider how to design programs that are understandable, maintainable, extensible, and robust. Through examination of moderately large programs, we will study concepts including object-oriented design principles, code quality metrics, and design patterns. Students will learn design techniques such as Class-Responsibility-Collaborator (CRC) cards and the Unified Modeling Language (UML), and gain experience with tools to support large-scale software development such as a version control system and a test framework. Students will apply these concepts,

techniques, and tools in a semester-long, team software development project. *Prerequisite:* Computer Science 270. Distribution area: quantitative analysis.

301 ST: Natural Language Processing **x, 3 Exley**

Computers are poor conversationalists, despite decades of attempts to change that fact. This course will provide an overview of the computational techniques developed in the attempt to enable computers to interpret and respond appropriately to ideas expressed using natural languages (such as English or French) as opposed to formal languages (such as Python or C++). Topics in this course will include signal analysis, parsing, semantic analysis, machine translation, dialogue systems, and statistical methods in speech recognition. *Prerequisite:* Computer Science 270. Distribution area: quantitative analysis.

302 ST: Algorithm Design & Analysis **x, 3 Stratton**

How can we be confident that an algorithm is correct before we implement it? How can we compare the efficiency of different algorithms? We present rigorous techniques for design and analysis of efficient algorithms. We consider problems such as sorting, searching, graph algorithms, and string processing. Students will learn design techniques such as linear programming, dynamic programming, and the greedy method, as well as asymptotic, worst-case, average-case and amortized runtime analyses. Data structures will be further developed and analyzed. We consider the limits of what can be efficiently computed. *Prerequisites:* Computer Science 270; Mathematics 126; Computer Science 220 or Mathematics 260. Distribution area: quantitative analysis.

317 Software Performance Optimization **3, x Stratton**

Computers do not execute programs with equal speed, even when theoretical analyses indicate that two programs perform approximately the same amount of work. At the same time, software power efficiency affects the size of mobile devices and the energy consumption of datacenters. This course examines current trends in computer system architecture and draws out insights for developing software that is fast and energy-efficient. Students will work problem sets, write programs, conduct experiments, read and analyze technical articles, and carry out a team project of their choice. Throughout the course, we shall consider how computer system designs affect program structure, and in particular the tensions between efficiency and principled software organization. *Prerequisites:* Computer Science 210 and 270.

400-404 Special Topics in Computer Science **1-4**

A course which examines special topics in computer science at the advanced level. *Prerequisites:* Computer Science 167 and 270. Any current offerings follow.

402 ST: Artificial Intelligence **3, x Exley**

How can a computer defeat a human at chess or go? Can a computer really learn new information? This course will focus on algorithms used to make a computer exhibit some level of what humans call "intelligence." Topics include tree search, graph search, neural networks, decision trees, logical inference, and Bayesian probability models. For the final project, students will choose one of these topics and apply it to a classification problem or game of their choice. Distribution area: quantitative analysis. *Prerequisite:* Computer Science 270.

481, 482 Independent Study **1-4, 1-4 Staff**

Directed study or research in selected areas of computer science. A curriculum or project is designed by the student(s) with the advice and consent of an instructor in the department. Inquiry may emerge from prior course work or explore areas not covered in the curriculum. *Prerequisite:* consent of instructor.

Music

<i>Chair:</i> Susan Pickett	Monica Griffin Hunter	Doug Scarborough (<i>on Sabbatical, Spring 2017</i>)
Rachel Chacko	David Kim	
Edward Dixon	Paul Luongo (<i>on Sabbatical, Spring 2017</i>)	Jonathan Spatola-Knoll
Gary Gemberling	Keith Raether	Beth Szczepanski
	Riikka Pietiläinen-Caffrey	Jackie Wood
 <i>Studio Music Instructors:</i>		
Clark Bondy	JJ Gregg	Rebekah Schaub
Laura Curtis	Pablo Izquierdo	Michael Simon
Amy Dodds	Phil Lynch	Sally Singer
John David Earnest	Spencer Martin	Chelsea Spence
Erin Foster	Robyn Newton	Maya Takemoto
Roger Garcia	Kim Plewniak	Kristin Vining
Diane Gray-Chamberlain	Norbert Rossi	
Gary Hemenway	Kraig Scott	

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. Students majoring in music may select one of five tracks: Standard, Performance, Music History, Theory/Composition, or Jazz. A student who enters Whitman without any prior college-level preparation in music will have to complete 36 credits to fulfill the requirements for each of the tracks.

Proficiency in piano is required of all students majoring in music. On declaration of a music major, a student has two options. If the student has previous piano experience and is not a piano major, he or she may take the piano proficiency exam. The details of this exam are available from the head of the piano area at the request of the student. If the student opts not to take the exam, he or she must take three semesters of applied piano study, receiving a grade of B or better every semester.

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

Distribution: Courses in music apply to the fine arts distribution area, with the following exceptions:

Cultural pluralism or fine arts: Music 115, 129, 160, 207, 218, 220, 258, 308, 354, 360.

Quantitative analysis and fine arts: Music 426

Learning Goals: Upon graduation, a student will be able to: participate in music making within a community and/or be an informed member of an audience. Those students who major in music will be prepared for graduate school in either performance or academic music.

- **Major-Specific Areas of Knowledge**

- Develop an understanding and appreciation of music as an art through performing and scholarly activities. All music courses are accessible to all Whitman students through particular preparatory/gateway courses, and all Whitman students, whether or not they enter the college with a music background, are provided this opportunity.

- **After College**

- Be prepared for advanced work at any major university or conservatory for those students who seek a career in music (history, theory, composition, teaching, performing).

The Music major: The music major is separated into tracks. Those tracks, and their requirements, are shown below. All tracks require piano proficiency; see above description for additional information.

History Track: A minimum of 36 credits including Music 126, 127, 226, 227, 297, 298, 299, 326; 497 or 498; one course to be selected from 258, 260, 358, 360; one academic elective course (257 or 354 strongly encouraged); three credits of ensembles chosen from 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262; four credits of applied music with no more than two credits at the 100 level. A minimum grade of C (2.0) is required in Music 227.

Theory Track: A minimum of 36 credits including Music 126, 127, 226, 227, 297, 298, 299, 326; 497 or 498; one course to be selected from 258, 260, 358, 360; one academic elective course (260 or 426 strongly encouraged); three credits of ensembles chosen from 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262; four credits of applied music with no more than two credits at the 100-level. A minimum grade of C (2.0) is required in Music 227.

Composition Track: A minimum of 36 credits including Music 126, 127, 226, 227, 297, 298, 299, 326; 497 or 498; one course to be selected from 258, 260, 358, 360; six credits of 480; three credits of ensembles chosen from 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262; three credits of applied music with no more than two at the 100-level. A minimum grade of C (2.0) is required in Music 227.

Performance Track: A minimum of 36 credits including Music 126, 127, 226, 227, 297, 298, 299, 326; one course to be selected from 258, 260, 358, 360; one academic elective course (368 strongly encouraged); three credits of ensembles chosen from 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262; five credits of applied music with two credits at the 400-level on the primary instrument; two credits of 473, 474, 475, or 476. A minimum grade of C (2.0) is required in Music 227.

Standard Track: A minimum of 36 credits including Music 126, 127, 226, 227, 297, 298, 299, 326; 497 or 498; one course to be selected from 258, 260, 358, 360; one academic elective course (368 strongly encouraged); three credits of ensembles chosen from 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262; four credits of applied music with two credits at the 300-level on the primary instrument; two credits of 373, 374, 375, or 376. A minimum grade of C (2.0) is required in Music 227.

Jazz Track: A minimum of 36 credits including Music 126, 127, 226, 227, 260, 297, 298, 299, 326, 360; one course to be selected from 145, 207, 218, 220, 257, 308, 310, 342, 354, 368, 426; three credits of ensembles chosen from 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262; two credits of applied music at the 300 or 400-level on the primary instrument; two credits of 473, 474, 475, or 476. A minimum grade of C (2.0) is required in Music 227.

Senior Assessment: The senior assessment for music majors consists of a thesis, project, and/or recital and an interrogative oral examination based on the thesis, project, and/or recital.

Honors: Students must apply for honors candidacy by the October deadline specified by the Registrar. Honors candidates in music must pass all components of the senior assessment with distinction.

The Music minor: A minimum of 18 credits to include Music 126, 127; one course to be selected from 150, 297, 298, 299; one course to be selected from 115, 207, 218, 220, 260, 308, 342, 354, 360, 368, 426; four credits of ensembles chosen from 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262; two credits of applied music at the 200 or 300-level; and two credits of elective(s).

Recitals: Any student desiring to perform a recital must present a pre-recital jury to the music faculty at least three weeks prior to the scheduled recital date.

Advisory Information:

Potential Music Majors: It is strongly recommended that potential music majors enroll in Music 126, 127, and applied music in their first year.

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 Ensemble, Orchestra, or Chorale) or Collaborative Piano 253, 254.

Nonmajors: The following courses are recommended as an introduction to music for liberal arts students (some courses require auditions and/or consent of instructor).

Music 101 *Fundamentals of Music*

Music 115 *Introduction to World Music*

Music 126 *Music Theory I*

Music 129 *Deconstructing Popular Music*

Music 150 *Music in Society*

Music 160 *Study of Jazz*

Ensembles — Music 211, 212, 231, 232, 241, 242, 245, 246, 251, 252, 253, 254, 261, 262

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) are graded on a regular basis; a maximum of 12 credits may be applied toward degree requirements. Applied music lessons are graded on a regular basis and may not be taken P-D-F. A maximum of 16 credits in applied music will be allowed toward the minimum of 124 credits required for graduation.

101 Fundamentals of Music

3, x D. Kim

Music reading including treble and bass clefs, rhythms, accidentals, notation procedures, time signatures, intervals, triads, scales, basic chord structures, and basic aural skills. This course is designed for students who do not intend to take music theory beyond this class; students may not receive credit for Music 101 if they have taken Music 126. Students who have taken Music 100 and/or Music 125 may not enroll in Music 101.

115 Introduction to World Music**3, x Szczepanski**

The course guides students through a critical examination of music in its cultural contexts in diverse regions of the world, including Africa, Eastern Europe, the Americas, Oceania, and Asia. Students will learn to make connections between religion, politics, globalization, economics, and the ways specific societies build meaning around traditions such as Arabic classical music, Cuban/New York salsa, Indonesian gamelan, Balkan vocal polyphony, Chinese opera, and South African mbaqanga. In addition, students will learn accessible performance techniques and dances associated with several styles. The class will also consider the international context of musical diversity and competition by examining “World Music” as a global marketing genre with a complex history of canon formation. Discussing issues of power, appropriation, and representation in the popularization of emergent styles (ranging from reggaeton to Romany, or “Gypsy,” brass band), students will develop awareness of music’s relation to social injustice and debate intersecting legal, ethical, and economic positions.

126 Music Theory**3, 3 Fall: Pickett; Spring: D. Kim**

Fundamentals of music including simple and compound time signatures, key signatures, scales, intervals, triads, and common foreign language terms. Tonal harmony and basic part writing, non-harmonic tones, common chord modulation, and secondary dominant chords. Prerequisite: Fluency in treble and bass clefs. *Corequisite* for music majors and minors: Music 127. Students who take Music 126 in the spring semester, when the corequisite (Music 127) is not offered, should take Music 127 the next semester; students should not take Music 127 before Music 126.

127 Aural Skills I**1, x Chacko, Vining**

Elementary ear training with emphasis on group and individual sight singing, aural recognition and performance of rhythms and melodies, recognition of harmonic progressions, and basic keyboard facility. Two hours per week. A grade of C or better is required for a music major. *Corequisite* for music majors and minors: Music 126. Students who take Music 126 in the spring semester, when the corequisite (Music 127) is not offered, should take Music 127 the next semester; students should not take Music 127 before Music 126.

129 Deconstructing Popular Music**3; not offered 2016-17**

A study of American popular music from the late 1800s to today. Course covers major styles and innovators, notably early Rock ‘n’ Roll, Motown, the Folk Revival, the British Invasion(s), Soul, Psychedelic Rock, Progressive Rock, Disco, Country, and Alternative, as well as more recent music. By analyzing elements such as singing styles, arranging, production techniques, harmony, form, and other musical considerations, students will interpret what this music tells us about our culture and its value system. No previous musical experience (such as ability to read or play music) is assumed. However, a willingness to listen carefully and to engage a variety of theoretical approaches is presumed. Assessment: written tests containing listening identification and two papers. Open to all students. Offered in alternate years.

140 Meet the Beatles**3; not offered 2016-17**

This course will examine the significance of multiple aspects of The Beatles, including but not limited to their music and social impact. Of particular importance will be a look at how the band and their music interacted with movements such as “Beatlemania,” 60s drug culture, psychedelia, advances in recording technology, and the evolution of their musical contemporaries. Open to all students.

145 Songwriting**3, x Scarborough**

This course will provide students an interactive forum to explore the world of song craftsmanship, form and structure, lyric development, and creativity. Students will study what it takes to write a successful song by analyzing and evaluating the works of artists from today and the past. Side by side with this process, students will “model” their songs on various selected styles or procedures. Basic singing ability is a plus, but not required. Open to all students.

150 Music in Society
x, 3 Pietiläinen-Caffrey

A liberal arts approach to music through a study of its function in society as well as studying differing styles of music. Music from a wide variety of eras and Western countries is presented through recordings and other media. No music reading ability is necessary as a basis for this course. Open to all students.

160 Study of Jazz
3, x Gemberling

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.

161, 162 Jazz Ensemble II
1, 1 Gemberling

This ensemble trains students in the rudiments of jazz ensemble performance, including improvisation. One 100-minute rehearsal per week. At least one performance per semester. This course is excluded from the 18-credit enrollment limit. May be repeated for a maximum of 8 credits.

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 are assigned to the appropriate instructor. All students registered in Applied Music are 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:* \$400 each semester.

170 Diction I: English and Italian
1, x Griffin Hunter

Diction I will serve as an introduction to English and Italian diction in singing, in which the International Phonetic Alphabet (IPA) will be used as a tool to enable students to effectively study, pronounce, and sing music in the English and Italian languages. *Corequisite:* Music 163, 164, 263, 264, 363, 364, 463, or 464.

180 Diction II: French and German
x, 1 Griffin Hunter

Diction II will serve as a continuation of the study and use of the International Phonetic Alphabet (IPA) taught in Diction I. Diction II will focus on the study, pronunciation, and performance of music in the French and German languages. *Corequisite:* Music 163, 164, 263, 264, 363, 364, 463, or 464.

203 Special Topics in Music
1-4

Any current offerings follow.

203 ST: Ghanaian Ensemble
1, x Szczepanski

This ensemble will introduce students to a variety of traditional drumming styles from Ghana and to their historical and societal contexts. Styles covered will include the social dance rhythm *kpanlogo*, *adowa* funerary music, and other ritual drumming practices of the Ga people. Students will perform on hand-carved barrel drums, bells, and shakers. If possible, we will incorporate dance into performances as well. The ensemble will work on developing a repertoire over the course of the semester and perform this music at an end-of-semester concert. Prior experience with musical performance and the ability to read music notation are not required, but a good sense of rhythm will be an asset. May be repeated for up to eight credits. This course is excluded from the 18-credit enrollment limit. *Prerequisite:* consent of instructor. Distribution area: fine arts.

**203 ST: Music in Russia ca. 1800-1917
x, 2 Spatola-Knoll**

This course focuses on musical culture in Russia during the Romantic era, a period roughly corresponding to the 19th century. We will contextualize compositions by Glinka, Rimsky-Korsakov, Mussorgsky, Tchaikovsky, and other seminal composers by relating them to such cultural trends as Orientalism, politics, folk music, and national identity. *Prerequisite:* Music 126 or consent of instructor. Previous or concurrent enrollment in Music 298 recommended. Distribution area: fine arts.

**207 Music of Africa
3; not offered 2016-17**

Africa is as at least as diverse musically as it is culturally and linguistically—perhaps even more so. While not exhaustive of the styles and genres found across the world's second largest continent, this course examines art, popular, and traditional music across its many regions and connects them to important political, religious, and economic processes that have shaped and been shaped by them. Course units will bridge several approaches, from participation in music and dance practices to critical readings of primary and secondary sources that challenge us to situate understandings of music in and from Africa in the postcolonial problematics of fieldwork and representation. *Recommended prerequisite:* some background in music and/or dance.

**211, 212 Orchestra
1, 1 Fall: Luongo; Spring: Spatola-Knoll**

A concert organization devoted to the study of orchestral music of all periods. One or more formal concerts presented each semester. Open to all instrumentalists by audition. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed.

**218 Music of the Balkans and the Middle East
3; not offered 2016-17**

The rich multiplicity of art, folk, and popular musics in these regions has been conditioned by their situation at the juncture of Europe and Asia, by their long, shared histories of immigration and empire, and by rapid political and social changes over the last two decades. Students will learn how ethnic diversity, religious conflict, and responses to capitalist/democratic transition have impacted the musical styles and contexts of practices such as Bulgarian women's choirs, Serbian punk rock, Romany wedding bands, Turkish and Arabic classical music, Iranian musiqi-ye pop, and Israeli cantillation. Units will include religious ritual, music-theoretical systems, "postcolonial" Ottoman and Austro-Hungarian legacies, local and global music markets, and music in conflict and reconciliation. Students will learn to perform multiple dance and music traditions (utilizing their own instruments and voices as well as the Department's instrument collection) in order to internalize stylistic attributes, ornamentation practices, and theoretical concepts. *Prerequisite:* Ability to read and perform from music notation.

**220 Roma, "Gypsies," and Musical Imagination
3; not offered 2016-17**

For over two centuries, the Roma (often referred to as "Gypsies") and their music have been a source of fascination, awe, repulsion, inspiration, and dramatic fantasy for musicians who have encountered them. The course examines the character, politics, origins, and reception of Romani music across a broad geographical framework and in both historical case studies (e.g. opera, flamenco, violin bands) and contemporary contexts (e.g. Gogol Bordello, "Gypsy" brass bands, Borat, films by Kusturica).

**226 Music Theory II
x, 3 Pickett**

Borrowed chords, the Neapolitan chord, augmented sixth chords, other chromatic harmony, and 20th century composition techniques. Prerequisite: Music 126 with a grade of C or better. *Corequisite* for music majors: Music 227 (formerly Music 328). Students who have taken Music 327 may not enroll in Music 226.

227 Aural Skills II**x, 1 Chacko**

Intermediate ear training with emphasis on group and individual sight singing, aural recognition and performance of rhythms and melodies, recognition of harmonic progressions, and keyboard facility. A continuation of Music 127 adding chromatic melody and harmony. Two hours per week. *Corequisite* for music majors: Music 226. This course may not be taken P-D-F. A grade of C or better is required for a music major. *Prerequisite*: Music 127. Students who have taken Music 328 may not enroll in Music 227.

231, 232 Wind Ensemble**1, 1 Gemberling**

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 Pietiläinen-Caffrey**

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.

245, 246 Ghanaian Drumming Ensemble**x, 1 Szczepanski**

This ensemble will introduce students to a variety of traditional drumming styles from Ghana and to their historical and societal contexts. Styles covered will include the social dance rhythm *kpanlogo*, *adowa* funerary music, and other ritual drumming practices of the Ga people. Students will perform on hand-carved barrel drums, bells, and shakers. If possible, we will incorporate dance into performances as well. The ensemble will work on developing a repertoire over the course of the semester and perform this music at an end-of-semester concert. Prior experience with musical performance and the ability to read music notation are not required, but a good sense of rhythm will be an asset. May be repeated for up to eight credits. This course is excluded from the 18-credit enrollment limit. *Prerequisite*: consent of instructor.

251, 252 Special Ensembles**1**

Specific ensembles may vary each semester. These courses are excluded from the 18-credit enrollment limit. *Prerequisite*: consent of instructor. Any current offerings follow.

251 A: Opera Workshop**1, x Griffin Hunter**

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 Pietiläinen-Caffrey**

A 32-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. Open to all students by audition and consent of instructor. P-D-F not allowed.

251, 252 C: Chamber Winds**1; not offered 2016-17**

Rehearsal and performance of works from the brass and woodwind repertoire. Works will be selected according to the instruments represented by those enrolled. Public concerts may be presented each semester in a group recital format or in conjunction with a larger performing ensemble. Open to all students by audition and consent of instructor. P-D-F not allowed. May be repeated for a maximum of 4 credits.

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: Brass Choir**1; not offered 2016-17**

Rehearsal and performance of works from the brass choir repertoire. Works will be selected according to the instruments represented by those enrolled. 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. May be repeated for a maximum of 4 credits.

253, 254 Collaborative Piano**1, 1 Wood**

This course enables pianists to learn the art of collaboration with soloists and small chamber ensembles. It is the required ensemble for pianists on applied lesson scholarships and for pianists who are music majors (standard or performance track). Open to all students by audition and consent of instructor. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed.

257 American Musical Identity**3; not offered 2016-17**

In the nineteenth century, American artists and audiences began more actively cultivating a national musical identity. In the concert hall, this process was met by varied and often conflicting perspectives regarding the proper course for American musical development. In constructing a societal history of the period, this course will not only examine the values that informed American composers, but also American audiences. Through the study of reception histories and programming trends, the course will identify those musical values that inform the nineteenth century American experience. *Prerequisite:* Music 126.

258 Music of Asia**x, 3 Szczepanski**

This course examines the historical development and musical structures of musics of Asia, as well as their social functions, political context, and relationships to religion and other art forms. Our course will examine the music, instruments, and performance practices of Asia through a variety of readings, recordings, films, and, when possible, live performances. Topics of discussion will include the performance of gender in Chinese jingju and kunqu opera, religious syncretism in Javanese gamelan practice, and the use of music to solidify national identity in post-colonial states. We will also explore theories and methods of ethnomusicological research and apply those theories and methods to individual field research projects. Offered in alternate years.

260 Jazz Theory**3; not offered 2016-17**

Fundamentals of jazz harmony, 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 126 or consent of instructor. Offered in alternate years.

261, 262 Jazz Ensemble I**1, 1 Fall: Scarborough; Spring: Hemenway**

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:* \$400 per credit per semester.

268, 269 Jazz Choir**1; not offered 2016-17**

The Jazz Choir will be an a cappella ensemble focusing on the repertoire of contemporary music from the 1920s to present. Consisting of around twenty vocalists, this group will study and perform styles of music including but not limited to jazz, pop, swing, R&B, soul, and gospel. May be repeated for up to eight credits. This course is excluded from the 18-credit enrollment limit. *Corequisite:* Music 241 or 242.

271 Introduction to Music Technology**3, x M. Simon**

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.

297 Music History I: Middle Ages through Baroque**3, x Luongo**

Traces the history, styles, and literature of music from the Medieval through the Baroque periods. Extensive listening assignments, reading assignments, listening exams, and written exams. *Prerequisite:* Music 126. Students are strongly encouraged to take Music 297, 298, and 299 in sequence.

298 Music History II: Classical and Romantic Periods**x, 3 Spatola-Knoll**

Traces the history, styles, and literature of music from the Classic through the Romantic periods. Extensive listening assignments, reading assignments, listening exams, and written exams. *Prerequisite:* Music 126. Students are strongly encouraged to take Music 297, 298, and 299 in sequence.

299 Music History III: Music Since 1900**3, x Chacko**

Traces the history, styles, and literature of music from 1900-present. Extensive listening assignments, reading assignments, listening exams, and written exams. *Prerequisite:* Music 126. Students are strongly encouraged to take Music 297, 298, and 299 in sequence.

308 Music and Technologies of Globalization**3; not offered 2016-17**

From Edison's first phonograph onward through the introduction of radio, "talkie" films, synthesizers, television, cassette, CDs, karaoke, and computers, globalization has been profoundly (and not always positively) shaped by new ways of hearing and reproducing sound. Students will learn to bridge musical, scientific, visual, and critical theoretical analyses in examining the history of innovations in technology and their impact on the circulation of various genres. We will work to identify and interrogate teleological narratives of technological progress by analyzing works critical of technological advancement and applying them in studies of "divergent" developments, such as the copying of contraband rock LPs onto X-ray films in the USSR, the spacecraft Voyager's global musical cargo, the proliferation of Guitar Hero, and the fetishizing of "vintage" equipment. May be elected as Anthropology 308.

310 Special Studies**3**

Any current offerings follow.

310 ST: Ensemble Leadership: Conducting and Rehearsal Techniques, Score Study, Historical Context, and Pedagogy**3, x Pietiläinen-Caffrey**

This course will focus on how to rehearse and conduct an ensemble. Concepts will include, but are not limited to, gestural language, score study, historical context, rehearsal techniques and performance practices. A variety of musical literature will be studied during the course of the semester. *Corequisite*: enrollment in an ensemble.

314 Symphonic Literature**2, x Luongo**

From the 18th century to current day, symphonic literature has assumed a role of central importance in the Western Classical music tradition. This course will introduce touchstones of this literature through guided listening and historical exploration. While some literature from this genre is present this department's music history sequence, this course will offer a focused exploration of the development of the orchestra and its music. While the only prerequisite is Music 126, students who have taken Music 298 and 299 will have a helpful framework for further discussion. *Prerequisite*: Music 126.

326 Form and Analysis**3, x Earnest and Pickett**

Study of musical forms including sonata, fugue, theme and variations, binary, ternary, passacaglia, and chaconne, among others. Includes key-area and harmonic analysis. *Prerequisite*: Music 226. Students who have taken Music 440 may not enroll in Music 326.

342 Classical Music in Film**3; not offered 2016-17**

Classical music has maintained relevance in popular culture partly through its use in mainstream film. After a brief exploration of the history of music in film, this course will explore the ways in which expressive content of preexisting art music has been recontextualized and even redefined through its use in film. No previous musical experience (such as the ability to read or play music) is required. Open to all students. Offered in alternate years.

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 297, 298, 299. Offered in alternate years.

358 Music and Diplomacy**x, 3 Szczepanski**

This course examines the exchange of musical performances and ideas across national borders with the intention of building political influence. Students will consider the theory and practice of cultural diplomacy in several historical and geographical contexts, focusing particularly on the rise of state-sponsored musical diplomacy between the United States and Soviet Union during the Cold War. Additionally, the course will examine the recent renewal of efforts to use musical diplomacy as a form of soft power to be leveraged toward gaining political capital in an increasingly consumer-driven global cultural landscape. Offered in alternate years.

360 Jazz Elements and Styles**x, 3 Raether**

An in-depth examination of the major style periods and artists in jazz. This course explores the musical elements of harmony, form, improvisation, rhythm, and others to contextualize jazz as an ever-evolving art form against the backdrop of Western culture. Emphasis is placed on the repertoire through extensive listening assignments. Written tests will emphasize listening identification. *Prerequisite*: Music 226.

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:* \$400 per credit per semester.

368 Music Performance Studies**3; not offered 2016-17**

This course will address a variety of performance studies issues, including: notation, organology, tempo selection, rubato, performance styles, editions and historical recordings. *Prerequisite:* fluency with reading music.

371 Intermediate Music Technology**x, 3 M. Simon**

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 Senior Recital for Standard Track Music Majors**2, 2 Staff**

Senior standard track music majors must perform a senior recital that is at least thirty minutes in length. This course substitutes for applied lessons 363/364 during the semester in which the senior recital is performed. Students will receive a one-hour weekly lesson. Honors standard track students should register for 375/376 instead. P-D-F not allowed. *Prerequisite:* consent of instructor. *Fee:* \$800. Applied lesson scholarships can be used to cover this fee.

375, 376 Senior Honors Recital for Standard Track Music Majors**2, 2 Staff**

Senior standard track music majors who apply for honors must perform a senior recital that is at least thirty minutes in length. Music 375/376 substitutes for applied lessons 363/364 during the semester in which the senior honors recital is performed. Students will receive a one-hour weekly lesson. The honors recital must be graded a minimum of A- for the student to be eligible for honors and the subsequent interrogative oral examination must be passed with distinction. Students who take Music 375/376 may not register for 373/374 or 498. P-D-F not allowed. *Prerequisite:* consent of music faculty and admission to honors candidacy. *Fee:* \$800. Applied lesson scholarships can be used to cover this fee.

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. *Prerequisite:* consent of instructor.

426 Post-Tonal Analysis**x, 3 Chacko**

Study of analytical approaches useful in understanding and performing music of the 20th and 21st centuries. Students will explore relevant literature, develop analytical skills applicable to post-tonal music, and become conversant in discussing stylistic features of music written from the 1910s to the present. Topics include set theory and serialism, and innovative approaches to rhythm, meter, timbre, texture, and form. *Prerequisite:* Music 226 with a grade of C or better. Offered in alternate years.

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:* \$400 per credit per semester.

**473, 474 Senior Recital Production for Performance Track and Jazz Track Music Majors
2, 2 Staff**

Senior performance track and jazz track music majors must perform a senior recital that is at least sixty minutes in length. Jazz track students must include one classical piece. Students will receive a one-hour weekly lesson. Performance track and jazz track students *may* also register for *one* credit of 463/464 the same semester in which the recital is given if the primary teacher finds that additional preparation and rehearsal is necessary. Honors performance track and jazz track students should register for 475/476 instead. P-D-F not allowed. *Fee:* \$800. Applied lesson scholarships can be used to cover this fee. *Prerequisite:* consent of instructor.

**475, 476 Senior Honors Recital for Performance Track and Jazz Track Music Majors
2, 2 Staff**

Senior performance track and jazz track music majors who apply for honors must perform a senior recital that is at least one hour in length. Jazz track recitals must include one classical piece. Performance track and jazz track students *may* also register for *one* credit of 463/464 the same semester in which the recital is given if the primary teacher finds that additional preparation and rehearsal is necessary. Students will receive a one-hour weekly lesson. The honors recital must be graded a minimum of A- for the student to be eligible for honors and the subsequent interrogative oral examination must be passed with distinction. Students who take Music 475/476 may *not* register for Music 473/474 or 498. P-D-F not allowed. *Prerequisite:* consent of music faculty and admission to honors candidacy. *Fee:* \$800. Applied lesson scholarships can be used to cover this fee.

**480 Composition
3, 3 Earnest**

Private lessons in music composition and related skills. Students will compose throughout the semester and prepare a final project. Students will be expected to prepare parts and supervise rehearsals and a performance of this work at a student recital. With consent, this course may be repeated. *Prerequisite:* Music 226 and consent of instructor.

**490 Seminar
3; not offered 2016-17**

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/Project
1-3, 1-3 Staff**

Designed to assist with the preparation of a written thesis for history and theory track majors; the portfolio and performance project for the composition track majors; and the abbreviated thesis for the standard track majors. Standard track students should also register for 373/374. Performance and jazz track students should register for 473/474 instead of 497.

**498 Honors Thesis/Project
1-3, 1-3 Staff**

Designed to assist honors students with the preparation of a written thesis for history and theory track majors; the portfolio and performance project for the composition track majors; and the abbreviated thesis for the standard track. Standard track students should also register for 375 or 376. Performance and jazz track students should register for 475 or 476 instead.

Philosophy

Chair: Patrick R. Frierson
Mitchell S. Clearfield
Thomas A. Davis

Rebecca Hanrahan
Julia A. Ireland
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. All four-credit courses in philosophy meet the equivalent of three periods per week.

Distribution: Courses completed in philosophy apply to the humanities distribution area, except for Philosophy 488, which applies to quantitative analysis. Philosophy 200 may be applied to either humanities or cultural pluralism.

Learning Goals: Upon graduation, a student will be able to:

- o Demonstrate an understanding of the history of philosophy and of classic problems within that history in their contemporary significance.
- o Develop and pursue individual insights through the dialogue that takes place between texts, professors, and the process of writing and revision.

The Philosophy Major: The major in philosophy has three components: Readings in the History of Philosophy (12 credits), the comprehensive exam, 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 Readings in the History of Philosophy and eight (two courses) at the 300 or 400 level. Writing an honors thesis will raise the minimum credits to a total of 36.

I. Readings in the History of Philosophy (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 historically-oriented course of their choice in which they will follow out an interest generated from their reading. These three courses should be completed before the end of the students' seventh semester. 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. Senior Assessment

Senior Assessment involves three components:

- i. The rewriting of a seminar paper from a 300- to 400-level course
- ii. A written comprehensive exam, which will be administered during the student's final semester and will focus on coursework completed in the major at Whitman.
- iii. An oral exam, which will focus on the student's revised seminar paper and answers on the written exam.

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.

The Philosophy minor: A minimum of 20 credits in Philosophy, including Philosophy 201 and 202. *Note:* Philosophy 479 may not be applied to the minor.

105 The Gift of Art**4, x T. Davis**

How is the logic of the gift native to the work of art? We will explore this question in light of the development of the logic of the gift in, for example, Nietzsche, as that logic informs art selected from such genres as landscape, the portrait, and social commentary, both in individual artists and in the creation of whole contexts such as Portland's Japanese Garden.

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.

117 Problems in Philosophy**4, x Hanrahan**

An introductory study of some of the major problems of philosophy. Among those general problems considered will be the nature of philosophy; problems of knowledge; 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.

120 Environmental Ethics**4, x Frierson**

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. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only.

122 Banality of Evil**4; not offered 2016-17**

After working through the response to evil in Jesus, Augustine, and Kant, we will examine Hannah Arendt's concept of the "banality of evil" within her larger understanding of the nature of violence in the modern world.

127 Ethics**4; not offered 2016-17**

Consists of the careful reading and discussion of several classical texts of moral philosophy. This course is intended for first-year students and sophomores; juniors by consent only; not open to seniors.

141 Punishment & Responsibility**x, 4 Clearfield**

Nationwide, over two million people are now in prison, including over 2,000 at the Washington State Penitentiary here in Walla Walla. Yet as a society, there is no clear consensus regarding the goal(s) or purpose(s) of sending someone to prison. How can it be right intentionally to cause someone suffering? What is the connection between having done wrong and being justifiably made to suffer? What kind of suffering can be justified, and under what circumstances? In this course we will critically examine some of the ultimate philosophical justifications of punishment, such as deterrence, incapacitation, retribution, and rehabilitation. We also will examine importantly related questions about personal responsibility and the conditions necessary for punishment to be appropriate. Finally, we will consider the relevance and impact of excuses and mitigating factors like mental illness, age, addiction, and socioeconomic status. This course is intended for first-year students and sophomores; juniors by consent; not open to seniors.

148 Philosophy of Religion**4; not offered 2016-17**

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. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only.

151 Philosophy in Literature**x, 4 Jenkins**

This course serves as an introduction to philosophy via literature. Students will read a selection of both literature (novels and/or short stories) and philosophy that is structured around a set of philosophically rich questions and issues. Authors read may include Philip K. Dick, Kobo Abe, Fyodor Dostoyevsky, Julian Barnes, Franz Kafka, and Milan Kundera. Open to first years and sophomores; 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. Any current offerings follow.

200 Queer Friendship**x, 4 T. Davis**

Near the end of his life Foucault gave an interview meant to prompt a radical reconsideration of the possibility of friendship between men. The interview was published as "Friendship as a Way of Life." A generation later, a renewed effort has begun to reimagine what "queer friendship" could invite as a way of life not dictated by the various dead-ends of identity politics. We will take up Foucault's prompt, first, by reconsidering three classic sources on friendship: Aristotle's discrimination in the *Nicomachean Ethics* of the complete activity of friendship from other forms of being-friendly with which it could be confused, Emerson's understanding of the friend as "beautiful enemy" in the essay "Friendship," and Nietzsche's figuration of the friend in *Zarathustra*. Through these texts, we will examine how the rhythm of friendship is governed by the logic of gift-giving as examined and promoted in both Emerson and Nietzsche. With this background from the philosophical tradition, we will map out the region in which the gift of the erotic and the frankness and tenderness native to friendship criss-cross through juxtaposing Tom Roach's *Friendship as a Way of Life* with close readings of selections from the gay poet Henri Cole. May be taken for credit toward the Gender Studies major.

201 Readings in the Western Philosophical Tradition: Ancient**4, 4 Jenkins**

This course is a survey of some of the central figures and texts in the ancient western philosophical tradition. Readings may include texts from Plato and Aristotle, from the Presocratic philosophers, the later Hellenistic schools (which include the Stoics, Epicureans, and Skeptics), and other Greek intellectuals (playwrights, historians, orators). May be elected as Classics 201.

202 Readings in the Western Philosophical Tradition: Modern**4, x Frierson**

A survey of key 17th and 18th century European philosophers and texts, from Descartes' *Meditations* through key works by Hume and Kant.

208 Ethics and Food: What's for Dinner?**4; not offered 2016-17**

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?

210 Epistemology**x, 4 Hanrahan**

Epistemology is the branch of philosophy that examines the nature of knowledge and justification. We will consider questions such as: What is knowledge? How is knowledge different from mere opinion? Can we really know anything at all? What should we believe? How can our beliefs be justified? In the process, we will also consider how these kinds of epistemological questions relate to questions in other areas of philosophy and to scientific inquiry.

211 Buddhist Ethics**4, x Kent**

What does it mean to be a Buddhist? How should a Buddhist act in a world that Buddhist doctrine defines as “*dukkha*,” or “suffering?” What can Buddhist thought contribute to discussions of contemporary ethical issues, such as environmentalism, gender, poverty and violence. This course will introduce students to the study of Buddhist Ethics from multiple disciplinary perspectives. Our sources will include Buddhist philosophical and narrative literature alongside ethnographic and historical studies of Buddhist attempts to map out and embody ethical ideals and practices in a changing world. Following these sources, we will engage with fundamental Buddhist concepts of action, selfhood, and cosmology while considering the effects of globalization and the formation of “Buddhist Modernism” as Buddhists respond to the challenges of colonialism and adapt to the concerns and presuppositions of Western Buddhists. May be taken for credit toward the major in Asian and Middle Eastern Studies. May be elected as Religion 208.

215 German Moral Thought**4; not offered 2016-17**

This course is intended as a one-semester introduction to key figures and texts within the German philosophical tradition. It begins by examining Arendt’s analysis of Adolf Eichmann’s deeply confused interpretation of Kant as a way to stage, first, the engagement with Kant and, next, the challenge that Nietzsche’s thinking poses to Kant and to traditional systems of morality in general. Using this analysis as a springboard, the course next addresses a series of talks and essays by Heidegger and Jaspers, each of whom understands the rise of National Socialism in terms of Nietzsche’s pronouncement, “God is dead,” and the increasing technologization of human existence. The course concludes with W.G. Sebald’s, “Airwar and Literature” and *The Emigrants*, whose exploration of traumatic memory and Germany’s repression of its own destruction stands as a critique of the humanist vocabulary proposed by both Jaspers and Arendt.

217 Bioethics**x, 4 Jenkins**

This course introduces students to a selection of current debates in bioethics, including topics such as artificial reproductive technology, abortion, health care resource allocation, disability accommodation, genetic testing, end-of-life care, physician-assisted suicide, and clinical research. In the context of discussing these issues, we will consider various ethical theories, including theories that emphasize the primacy of character, rights, consequences, and care for others. The class will be discussion focused with an emphasis on philosophical argumentation and writing.

220 Special Topics: Philosophy and Literature**4**

We will use texts from philosophy and literature to explore specific problems. Any current offerings follow.

221 Phenomenology of Religious Experience**4; not offered 2016-17**

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.

227 Concepts of Nature in Modern European Philosophy**4; not offered 2016-17**

This course explores a variety of philosophical conceptions of nature and the natural world in Modern European philosophy, from Francis Bacon to 20th century thinkers such as Heidegger. May be applied toward the Critical Thinking requirement for the Environmental Humanities major or the Humanities Foundation requirement for Environmental Studies majors. May be elected as Environmental Studies 227.

235 Philosophy of Feminism**4, x Hanrahan**

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 2016-17**

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.

270 Self and World**4, x Clearfield**

This course will examine the existence and nature of human selves and our relation to the external world. Central questions will include: What does it take for someone to remain the same person over time, and what kinds of changes would be equivalent to death? What kind of unity do we have at any one time? What is the relation between the mind and the body? What would it mean to act freely? Are we ever able to do that? In the process, we will touch on some other very basic philosophical issues about the nature of causation, existence, and truth, and we will consider the relationship between philosophy and science.

300 Emerson**x, 4 T. Davis**

A close reading of selected essays by Emerson with critical responses based on work by Nietzsche, Levinas, and Stanley Cavell.

302 Heidegger and Architecture**4; not offered 2016-17**

With their emphasis on place-making, Martin Heidegger's later essays, "Building Dwelling Thinking," "Poetically Man Dwells, and "The Thing," have informed the work of a generation of architects. This seminar uses Heidegger as a touchstone for exploring the relationship between space and dwelling, placing these essays into dialogue with Bachelard's *The Poetics of Space*, Tanizaki's *In Praise of Shadows*, and Rybczynski's *The Most Beautiful House in the World*, as well as the work and writings of contemporary architects. The seminar is writing intensive and highly collaborative, and will include biweekly papers and responses, and a final portfolio design project and seminar presentation. May be elected as Art History 240. *Prerequisite:* Philosophy 202 or consent of instructor.

311 Variable Topics in Plato**4**

Students will engage in an in-depth examination of one or more of Plato's dialogues. This examination may center on a particular dialogue, a particular question or set of questions, or a particular theme as it develops throughout the Platonic corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Classics 311. Any current offerings follow.

311 VT: Plato's Republic**4, x Jenkins**

The *Republic* is one of Plato's most famous and influential dialogues. Standing near the heart of the Platonic corpus, the *Republic* is wide-ranging, addressing questions of ethics, moral psychology, education, political philosophy, literary theory, metaphysics, and epistemology. In this seminar, we will engage in a sustained and careful reading of the *Republic* and associated scholarship about the *Republic* with the aim of understanding Plato's arguments and the vision of the just and happy life that he presents within the text. May be elected as Classics 311. Distribution area: humanities.

312 Variable Topics in Aristotle**4**

Students will engage in an in-depth examination of one or more of Aristotle's texts. This examination may center on a particular text, a particular question or set of questions, or a particular theme as it develops throughout the Aristotelian corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Classics 312. Any current offerings follow.

315 Happiness**4; not offered 2016-17**

This course is a focused exploration of the nature of happiness. In the course, we will look at the nature of happiness as it is articulated in both historical and contemporary contexts. In the first half of the course, we will look at ancient conceptions of happiness, focusing on the accounts offered in Aristotle's *Nicomachean Ethics* and Cicero's *On Moral Ends*. In the second half of the course, we will turn our attention to contemporary accounts of happiness, looking at treatments of happiness in both psychology and philosophy.

318 Hannah Arendt as Political Thinker**4; not offered 2016-17**

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. May be elected as German 318. *Prerequisite*: one course in philosophy 300-level or higher.

320 Contemporary Pragmatism**4; not offered 2016-17**

Contemporary pragmatism largely defines itself in opposition to modern Western philosophy, which it sees as wrongly trying to establish a foundation for indubitable truth about a mind-independent and language-independent external world. This course will work through the views of some of the most important contemporary pragmatists, with particular focus on the writings of Richard Rorty.

321 Changing the Subject: Judith Butler and Philosophy**4, x Ireland**

This course will examine the writings of contemporary philosopher and queer theorist Judith Butler in response to seminal texts from the European philosophical tradition. These texts will include selections from Hegel's *Phenomenology of Spirit*, the "Second Essay" from Nietzsche's *Genealogy of Morals*, Kant's "What is Enlightenment?" as well as Foucault's reply to that essay, and Levinas' "Peace and Proximity." The seminar will focus on, first, the close reading of the primary source philosophical texts, placing those texts into dialogue with Butler's critical interpretation of them. Thematically, it will engage such themes as the constitution of the subject, critique, and the relationship to the Other; methodologically, it will explore Butler's deconstructive and rhetorical style of reading, using it as an exemplar for the theoretical appropriation of traditional philosophical texts. classBi-weekly seminar presentation papers will be required, as well a final presentation and researched paper. The seminar is writing intensive, and emphasizes structured peer feedback. May be elected as Rhetoric Studies 321. *Prerequisite*: Philosophy 201, Rhetoric 230, or consent of instructor.

322 Kant's Moral Philosophy**4; not offered 2016-17**

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.

331 Nietzsche and Heidegger**4; not offered 2016-17**

A close reading of selections from Nietzsche's *Thus Spoke Zarathustra* and Heidegger's *What is Called Thinking?*
Prerequisite: two courses in Philosophy or consent of instructor.

332 Reproduction**x, 4 Hanrahan**

In this class, we will explore the ethical and metaphysical questions associated with reproduction. So, for example, do we have a right to have a child? If we do, is there ever a situation when we should forego acting on that right? What obligations do we have to our offspring? Do those obligations change as our offspring grows? What relationship should heterosexual sex have to reproduction? Does this relationship shape when and whether two people engage in this activity? Finally, how does reproduction impact our understanding of our genders?

336 Language and Meaning**4; not offered 2016-17**

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.

337 Philosophy of Mind**4; not offered 2016-17**

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. Any current offerings follow.

338 ST: Kant's Critique of Pure Reason**x, 4 Frierson**

Kant's *Critique of Pure Reason* is one of the most important works in the history of philosophy. It offers a sweeping study of the nature of knowledge and reality that transformed study within metaphysics, epistemology, philosophy of science, phenomenology, philosophy of religion, and ethics. This course involves a close reading of this text, supplemented by recent secondary literature offering a variety of interpretations and applications of it. *Recommended prerequisite:* Philosophy 202. Distribution area: humanities.

340 Special Topics: Philosophical Problems**4**

An examination of a philosophical problem. Any current offerings follow.

345 Animals and Philosophy**4; not offered 2016-17**

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.

351 What is the Human Being?**4; not offered 2016-17**

In a set of lectures to his students, Kant claimed that all of philosophy could be reduced to the question, "What is the Human Being?" This course focuses on that question. Almost half of the course will be spent exploring Kant's answer to the question, which also will provide an opportunity to explore Kant's philosophy as a whole. The rest of the course will look at several contemporary approaches to the problem (including, for example, scientific—especially evolutionary—accounts of human beings and existentialism). *Prerequisite:* Philosophy 202 or consent of instructor.

356 Contemporary Philosophy of Science**4; not offered 2016-17**

This course offers an advanced reading of several of the most important papers in contemporary philosophy of science, dealing with issues such as the nature of scientific "rationality," whether scientific theories contribute to understanding what is real, the nature of scientific evidence and scientific laws, and specific philosophical issues in contemporary physics and biology. *Prerequisite:* one previous philosophy course or consent of instructor.

400 Values**4; not offered 2016-17**

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. Any current offerings follow.

410 Special Topics in Continental Philosophy**4**

An examination of a text or problem from the Continental philosophical tradition. Any current offerings follow.

422 Heidegger's Being and Time**x, 4 Ireland**

Martin Heidegger's *Being and Time* (1927) is arguably one of the most groundbreaking works of philosophy published in the 20th century. This seminar is an intensive exploration of Heidegger's most important conceptual innovations in that work. These innovations include the relationship between Dasein, care, and world; the analysis of being-toward-death, anxiety, and the call of conscience; and the "destructuring" of the Western philosophical tradition. The seminar will be focused on the close reading of *Being and Time* supplemented by other primary and secondary sources intended to facilitate the understanding of basic terms and concepts. The course is writing intensive, and will include biweekly papers and responses, a final seminar presentation, and a final paper. *Prerequisite:* Philosophy 201 or 202 or consent of instructor.

479 Philosophy Colloquium**1; not offered 2016-17**

This one credit, team-taught seminar will be organized around a different theme each semester. Members of the Philosophy Department will rotate leading discussion about readings that approach that theme from their different philosophical backgrounds, methodologies, and interests. Its purpose is to foster dialog across the various areas of philosophy, and greater intellectual community among philosophy students. Requirements include attendance at all meetings and active participation in discussion. Graded credit/no credit. May be repeated but will only receive credit once. Open to junior and senior Philosophy majors; others by consent of instructor. *Note:* May not be applied to the Philosophy minor.

483, 484 Independent Study**1-4, 1-4 Staff**

Study of selected philosophies or philosophic problems. *Prerequisite:* consent of and arrangement with instructor.

488 Tutorial in Symbolic Logic**4, 4 Frierson**

An introduction to the methods of symbolic logic, including the propositional calculus, quantification theory, and the logic of relations. Recommended for, and restricted to, advanced students who are considering graduate work in philosophy.

Prerequisite: consent of 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. *Prerequisite:* admission to honors candidacy.

Physics

Chair: Mark Beck

Moira Gresham (*on Sabbatical, Fall 2016*)

Kurt R. Hoffman

Douglas H. Juers

Frederick G. Moore (*on Sabbatical, Spring 2017*)

Gregory H. Ogin (*on Sabbatical, Fall 2016*)

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.

Distribution: Courses completed in physics apply to the science and quantitative analysis (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- **Physics Methodology**

- Use physical principles to develop a conceptual understanding of physical systems.
 - Model physical systems mathematically.
 - Design and conduct experiments and compare models to experimental data.

- **Physics Subject Content**

- Develop understanding and appreciation of core physical theories: classical mechanics, electricity and magnetism, quantum mechanics, thermodynamics & statistical physics.
 - Understand the domains of relevance of the theories and apply appropriate theory to physical problems.
 - Use ideas from other specific subject areas, for example: optics, biological physics, particle physics.

- **Skills**

- Solve complex problems.
 - Apply a variety of mathematical techniques when solving problems.
 - Use computation to model systems and solve problems.
 - Utilize scientific instrumentation.
 - Analyze and interpret data.

- **Communication**

- Communicate scientific findings and solutions to problems effectively orally and in writing.

- **Scientific Literacy**

- Solve Acquire new physics knowledge by reading primary literature and textbooks.

- **Research Experience**

- Participate in research (e.g., summer internships, mentoring experiences and independent study).

The Physics major: A minimum of 31 credits in physics, including Physics 145 or 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, 244, and either 240 or 367.

The Physics minor: A minimum of 18 credits in physics to include Physics 145 or 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, 240, 244, and nine additional credits in mathematics courses numbered above 200; Physics 145 or 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 339, and one additional physics course numbered from 300-480, or 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.

The Physics-Astronomy combined major: Astronomy 177, 178, 179, 310, and 320 or 330; at least two credits in any of the following: 320, 330, 350, 360, 380, 391, 392 or 490; Physics 145 or 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, and 244. Additional physics courses, Computer Science 167, Mathematics 240, 367, and 368 are strongly recommended.

The Geology-Physics combined major: Physics 145 or 155 or 165, 156 or 166, 245, 246, 255, 325, 339, and one additional physics course numbered from 300-480, or BBMB 324; either Geology 110, 120, or 125; and 227, 343, 310, 346, 350, 420, 470 and a minimum of one credit in 358; Mathematics 225, 235, and 244; Chemistry 125.

The Physics-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of the catalog.

The Physics/Pre-engineering (3/2 Engineering) program: The requirements are fully described in the *Combined Plans* section of the catalog.

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:

- I. First year: Physics 145 or 155 or 165, Mathematics 125 (seven credits); Physics 156 or 166, Mathematics 126 (seven credits).
- II. Second year: Physics 245, 255, Mathematics 225, 235 (eight credits); Physics 246, 256, Mathematics 244 (eight credits).
- III. Third year: Physics 325, 339, Mathematics 240 (nine credits); Physics 347 (three credits).
- IV. 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, Computer Science 167 is highly recommended. A year of chemistry also is recommended. Chemistry 345, Mathematics 349, 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.

Non-major Courses: Courses numbered below 110 are intended for students majoring in fields other than science.

General Physics: There are two versions of the introductory general physics sequence. Physics 145/146 is intended for students planning no further study in physics. Physics 155/156 is intended for students planning to take upper level physics courses, including physics majors, physics combined majors, 3-2 engineering majors and BBMB majors.

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 credit for physics at Whitman or who have received credit for Whitman's Physics 145 or higher cannot receive credit for Physics 101 or 102. Any current offerings follow.

103 Sound and Music

3, x Hoffman

This course will provide students with conceptual, quantitative, and laboratory based analysis of sound, musical instruments, music recording and storage, and room acoustics. Through detailed analysis of musical instruments as physical systems, students will develop an understanding of important physical concepts including sound waves, harmonic oscillators, energy, standing waves, resonance, and more. The course will culminate in student projects that may include building an instrument, designing and executing an experimental investigation related to acoustics, or extending course material to a new area of inquiry through a research paper. The course will meet four hours a week with two of those hours typically devoted to laboratory based learning.

105 Energy and the Environment

3; not offered 2016-17

This course examines the physical principles that govern energy transformations. It will focus on the use of energy in the world, specifically its production, transportation, consumption and the implications this use has for the environment. Topics addressed will range from the mechanical to electricity and magnetism and from thermodynamics to atomic/nuclear physics. Energy resources both new and traditional (fuel cells versus oil) will be addressed as well as environmental issues ranging from global warming to the disposal of radioactive waste. This course assumes a basic familiarity with algebra.

**115, 116 Contemporary Issues in Physics
1; not offered 2016-17**

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. *Corequisites:* 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
x, 1 Beck**

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.

**145 General Physics I – with Applications to Life and Earth Sciences
4, x Hoffman**

This course focuses on classical mechanics: kinematics, Newton's Laws, energy and momentum conservation, torques, fluids, and waves. Examples and problems will focus on applications of physical principles to life and earth science fields to a greater extent than in Physics 155. Students enrolling in this course also will be required to enroll in an associated laboratory course (Physics 175). Three 50-minute or two 80-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Pre- or corequisite:* Mathematics 125.

**146 General Physics II – with Applications to Life and Earth Sciences
x, 4 Hoffman**

This course is a continuation of the course Physics 145. Topics studied include electricity and magnetism, circuits, optics, nuclear and atomic physics. Examples and problems will focus on applications of physical principles to life and earth science fields to a greater extent than in Physics 156. Not intended for students planning to take upper level physics or biophysics. Students enrolling in Physics 146 also will be required to enroll in an associated laboratory course (Physics 176). Three 50-minute or two 80-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisite:* Physics 145, 155 or 165. *Pre- or corequisite:* Mathematics 126.

**155 General Physics I
4, x Juers, Moore**

This course focuses on classical mechanics: kinematics, Newton's laws of motion, energy and momentum conservation, and waves. Students enrolling in this course also will be required to enroll in an associated laboratory course (Physics 175). Three 50-minute or two 80-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 Gresham, Ogin**

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 176). Three 50-minute or two 80-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisite:* Physics 145, 155 or 165. *Pre- or corequisite:* Mathematics 126.

**165 Advanced General Physics I
4; not offered 2016-17**

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. Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on

homework, laboratory reports, and examinations. *Prerequisites:* Mathematics 125 and high school physics. *Pre- or corequisite:* Mathematics 126.

166 Advanced General Physics II 4; not offered 2016-17

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. Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisites:* Physics 155 or 165; Mathematics 126. *Pre- or corequisite:* Mathematics 225.

245 Twentieth Century Physics I 3, x Beck

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 Beck

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 Moore

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 x, 1 Hoffman

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.

325 Electricity and Magnetism 3, x Moore

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.

339 Advanced Laboratory x, 3 Ogin

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**3, x Juers**

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 Optics**3; not offered 2016-17**

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 246.

357 Thermal Physics**3; not offered 2016-17**

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.

377 Particle Physics**x, 3 Gresham**

From electrons to quarks to neutrinos to the Higgs mechanism, this course centers on a quantitative introduction to the Standard Model of particle physics---the well-tested model that describes all elementary particles and non-gravitational forces discovered up until the present. A significant portion of the class will be dedicated to learning and using the Feynman Calculus to calculate observable properties of elementary particle interactions. The course will end with a description of the Higgs mechanism and a discussion of some of the most pressing outstanding questions in particle physics. *Prerequisite:* Physics 246. *Recommended corequisite:* Mathematics 240.

385 Quantum Mechanics I**x, 4 Beck; Lab: Ogin**

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. *Recommended prerequisite:* Mathematics 240 or 367.

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. *Prerequisite:* consent of instructor. Any current offerings follow.

481, 482 Seminar**1; not offered 2016-17**

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: Shampa Biswas
Paul Apostolidis
Susanne Beechey

Aaron Bobrow-Strain (*on
Sabbatical, Fall 2016*)
Philip D. Brick
Melisa S.L. Casumbal-Salazar (*on
Sabbatical, Spring 2017*)
Arash Davari

Jack Jackson
Jeanne Morefield
Timothy Kaufman-Osborn
Bruce Magnusson
Centime Zeleke

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.

Distribution: Courses completed in politics apply to the social sciences and cultural pluralism (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Demonstrate knowledge of the interconnections of political institutions, movements, concepts, and events from multiple intersecting vantage points.
- **Critical Thinking**
 - Identify contested assumptions, ideas, and intellectual debates in politics scholarship. Pose critical questions about power relations as key political questions in a globalizing world are investigated.
- **Research Experience**
 - Conduct a focused academic inquiry that demonstrates a critical awareness of competing arguments in response to a key question; formulate a systematic path of analysis; generate creative findings based on original research.

The Politics major: The major in politics consists of 36 departmental credits, distributed as follows:

- I. 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,
- II. Successful completion of the department's senior seminar (four credits),
- III. 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.

The Politics minor: A minimum of 20 credits of departmental offerings. These must include eight credits in courses 300-level and above, and must include courses taught by at least two different members of the department. No more than four credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses may be used to satisfy minor requirements. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the minor.

The Politics-Environmental Studies major: The requirements are fully described in the *Environmental Studies* section of the catalog.

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/content/politics.

100 Introduction to Race, Gender & Politics of the Body 4; not offered 2016-17

What is the relationship of race, gender, and sexuality to the body? We begin to address this question by exploring the body as a philosophical problem. Why do thinkers oppose the 'rational' mind to the 'carnal' body? How are race, gender, and sexuality used to illustrate this opposition? We then consider 'nature vs. nurture' arguments. Are race, gender, and sexuality a function of biology (biologically-determined), or produced through social interaction (socially-constructed)? What are the implications of both perspectives for conceptualizing freedom, agency, and power? How do these perspectives inform the

decision-making of legal and other institutions? We consider how thinkers push beyond ‘essentialist’ and ‘social constructionist’ analyses, and instead ask how, why, and under what circumstances a body’s race, gender, and sexuality matter. We examine how movements to transform racial, gendered, and sexualized social hierarchies address this question. Finally, we reflect on the idea that race, gender, and sex are neither what one has, nor what one is, but are *norms* through which a body becomes recognizably human.

101-104 Special Topics in Politics: Introductory Level

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. The class is specifically aimed at first and second year students. Any current offerings follow.

109 Introduction to U.S. Politics and Policymaking

4; not offered 2016-17

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.

112 Humanism between Europe and its Others

4, x Davari

What does it mean to be human? Is it possible to articulate a universal notion of humanity? What are the challenges to doing so? Why should we (or shouldn’t we) attempt to do so? This class responds to these questions in light of a contemporary political phenomenon: the rise of universal human rights discourse in the aftermath of the Second World War. In the first half of the class, we will study canonical articulations of humanism in modern European thought. For many of the thinkers associated with this tradition, European “man” is either explicitly or implicitly held to be the center of their analysis. In the second half of the course, we will question this tendency by considering humanist ideas as they were adopted, engaged, and critiqued by those considered to be—and/or who considered themselves as—different from European “man.” Our investigation will cover three strains of political thought prevalent in the 20th century among those writing as Europe’s “Others”: humanism, anti-humanism, and new humanism.

114 Introduction to the Study of African Politics and Society

4, x Zeleke

This course has two principal objectives. The first is to pose a set of questions aimed at identifying key areas of study with regards to African political and social processes. The second is to translate these questions into guides for ongoing critical academic skills. The course consists of four parts. The first part will review both the images of Africa in popular media and some of the theoretical constructions of Africa from ancient times to the present. The second part of the course explores autonomous Africa which pre-existed the subsequent inequitable relationship between Africa and the outside, mainly European, world. The third part of the course looks at the process of Africa’s incorporation into the wider world of mercantilist trade, the modern slave trade, and the establishment of formal colonization, modern imperialism and dependence. The fourth part of the course looks at the major social, political, and economic problems Africans have inherited and sometimes compounded since the acquisition of formal political power from the Europeans.

117 Introduction to U.S. Constitutional Law, Culture & Political Thought

4; not offered 2016-17

This course will provide a broad introductory survey of the emergence and development of the U.S. Constitutional tradition. We will situate that development within a set of enduring power struggles and constitutive political facts: the radical impulses of democracy, the collective yet fragmented nature of sovereignty in constitutional structure and theory, the individualistic logic of “rights,” the racialized order of U.S. law and society, the politics of property and distribution, the culture of fear and empire, and the ideology of “progress.” Readings will include texts by Alexis de Tocqueville, Hannah Arendt, Charles Beard, James Madison, The Anti-Federalists, and Thomas Paine. We will devote time to very close

readings of primary texts, including: the Declaration of Independence, The U.S. Constitution (as originally ratified + the Bill of Rights and subsequent Amendments), and decisions of the U.S. Supreme Court. By the end of the course, we will have to consider whether the U.S. has had one constitution or several constitutions sequentially (early republic, post-Civil War, post-New Deal, post-Brown) or many constitutions competing all at once, a jurisprudential schizophrenia that perhaps continues to this day.

119 Whitman in the Global Food System

4; not offered 2016-17

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 lectures, 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; not offered 2016-17

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

4; not offered 2016-17

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

x, 4 Brick

An introduction to key concepts in the study of politics using environmental issues as illustrations. Designed for first- and second-year students, this course encourages critical thinking and writing about such political concepts as equality, justice, freedom, liberalism, power, dissent, individualism, and community. Strong emphasis is placed on developing critical writing skills and persuasive oral arguments. A field trip may be required. Three periods a week.

147 International Politics

4, x Biswas

This course is designed as an introduction to the study of contemporary international politics. The course will explore contending approaches to the study of international politics, including political realism, political idealism and liberalism, feminism, political economy, and constructivism. We will discuss how these different approaches can help us understand major current issues, including war and peace, weapons proliferation, the environment, globalization, and human rights.

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: The 2016 Elections**4, x Beechey**

In this course we will critically engage the 2016 elections in light of the literature on U.S. campaigns and elections with particular emphasis on the role of race, gender, and class in U.S. electoral politics. Students will follow a policy issue of their choice and investigate both national and local elections. Assignments will emphasize critical thinking, succinct writing, and clear oral communication. In addition to regular course sessions students are also expected to attend evening on-campus screenings of each presidential debate.

207 Islam and Politics**x, 4 Davari**

This course surveys the various significations of Islam in contemporary politics, with an emphasis on references to Muslims from the Middle East. We will consider how authors have advanced diverse, and often conflicting, understandings of Islam in response to concrete political problems in the 20th century—and what it means for us, in a post-9/11 world, to study what they said. The course is divided in two parts: ‘Beginnings as Dissidence’ and ‘Political Order Today.’ In the first part (‘Beginnings as Dissidence’), we consider instantiations of political thought that draw on origin stories to resist existing power structures. Our survey will include articulations of Islam in relation to republicanism, Marxism, black internationalism, and the anti-colonial tradition. In the second part (‘Political Order Today’), we consider instantiations of political thought that reference Islam to establish, justify, and/or reform existing power structures (e.g. the modern state). Our survey will include articulations of Islam in relation to liberal democracy, constitutionalism, neo-liberalism, and themes pertaining to the status of minority populations in plural societies (e.g. gender equality and free speech). May be taken for credit toward the Asian and Middle Eastern Studies major.

209 The Politics of African Crisis and Recovery**x, 4 Zeleke**

In mainstream discourses, “Africa” is a disaster story, a land of crisis and failure - but is Africa really a continent in crisis? Who and what is specifically in crisis? Does Africa have any meaningful political life? How do we approach the very concept of crisis in Africa as students of Politics, but also as students who wish to engage Africa from a non-colonial, critical and global perspective? This course will examine contemporary political theory that attempts to describe African political crisis and recovery. In addition, we will also examine case studies that will help us to both refute and build on those theoretical positions. Some of the broad theoretical topics we will examine in this course are: discourses of violence, the role of civil society, electoral politics, democratization, the developmental state, humanitarian interventions, and land reform.

212 What is Political Freedom?**x, 4 J. Jackson**

This course asks the deceptively simple question: what is political freedom? Is freedom necessarily tied to the idea of “the political”? Or is freedom best understood as being primarily challenged by the formation of the political and the decisions rendered there? Is political freedom concerned primarily with the individual? Or with the polity as a whole? Or with political collectives that cross familiar political boundaries and borders? Who is capable of political freedom? The many? The few? Do we all desire political freedom or is it a burden most would prefer not to carry? Is political freedom a gift or a right? What obstacles to realizing political freedom exist in the present? What powers and practices enable it? What powers and practices enfeeble it? We will explore these questions via an engagement with the thinking of Hannah Arendt, Aristotle, Isaiah Berlin, Fyodor Dostoevsky, Milton Friedman, Emma Goldman, Martin Luther King, Jr., Catharine MacKinnon, Karl Marx, J.S. Mill, Plato, J.J. Rousseau, and Alexis de Tocqueville.

215 The First Amendment: Speech, Press, and Assembly**4; not offered 2016-17**

The First Amendment is central to the functioning of U.S. democracy. Moreover, some scholars contend that the First Amendment is at the very heart of the “meaning of America.” In this class, we will focus on the clauses regarding speech, assembly, and the press while concentrating on the intertwined issues of freedom, democracy, and power. Some specific questions to be addressed include: what is the relationship between the First Amendment and the politics of public space;

concentrated media power; new political economies of knowledge; the suppression and protection of dissent; and socio-political inequalities (e.g., group libel and hate speech)? We will also interrogate the alleged distinction between speech/act and, more broadly, between reason-persuasion/violence-force. In this course we will study the development of legal doctrine and spend a fair amount of time reading case law.

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.

225 Introduction to Indigenous Politics

4; not offered 2016-17

This course will introduce students to concepts and themes in the study of indigeneity and indigenous social movements, including (but not limited to) sovereignty, land and territoriality, settler colonialism, and decolonization. Our approach will be comparative and historical, with an emphasis on law, governance, race, and gender in North American and Southeast Asian indigenous contexts. We will also explore cultural assertions of autonomy and resistance to settler colonialism. How might the meaning of indigeneity shift across space and time? In what types of political projects are indigenous peoples engaged? How are the experiences of colonization and decolonization gendered and racialized? This course is designed for first- and second-year students, and will require field trips to the Tamastlikt Cultural Institute, the Whitman Mission, and the Happy Canyon Pageant (schedule permitting).

228 Political Ecology

x, 4 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 2016-17

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.

236 Concepts of the Political in Southeast Asia: An Introduction

4; not offered 2016-17

This course examines how the political, economic, and cultural are entangled in Southeast Asian societies. Themes include pre-colonial political formations, modes of colonization and anti-colonial resistance, cartography, social movements, and transformations in the conceptualization of power, gender, race, space, indigeneity, and the divine. How has “Southeast Asia,” as a concept and field of study, emerged? What resonances and divergences can be traced in how the political is understood and practiced in the region? Moving from the classical and early modern periods to the contemporary era, we

will explore Southeast Asia's experiences of empire, war, revolution, industrialization, and globalization. Texts draw from the fields of history, anthropology, race and gender studies, political studies, and indigenous politics.

**240 Mexico: Politics and Society in the Age of NAFTA
4; not offered 2016-17**

Mexico and the United States have been inextricably connected for as long as both countries have existed. Currently, Mexico is the United States' third largest trade partner. More than 10 percent of the U.S. population is of Mexican descent, and every year millions of U.S. residents visit Mexico as tourists. And yet—fed on a diet of political polemics, racialized representations, and sensationalist media—most people in the U.S. have little understanding of their southern neighbor. This course surveys the history, political economy, and cultural politics of Mexico. It begins with a short introduction to Mexican history and a critical exploration of representations of Mexico in U.S. popular culture going back to the 19th century. It then focuses in on several key contemporary themes including: poverty, development, and economic restructuring; the War on Drugs; social movements and struggles for justice; migration and transnational Mexico; conflicts over land and resources; debates about race, gender, and sexuality within Mexico; and the unique dynamics of the U.S.-Mexico border region. Course materials span a wide range, from the work of Mexican political theorists, historians, anthropologists, and economists to novels, films, and social media. May be taken for credit toward the Race and Ethnic Studies major.

**242 The Politics of Development in Latin America
4; not offered 2016-17**

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).

**250 Latinos in US Politics and Society
4; not offered 2016-17**

This corequisite course to Politics/Sociology 318 enables students in that course to put their community-based research projects in critical context by examining the political and social experiences of Latinos in the United States. We read critical theories of race and ethnicity to explore the meaning of these concepts as well as the features and effects of racial and cultural forms of power. We consider how these types of power operate in the local and regional problems students are researching, and in turn gain critical insight on theory by considering these problems. We also place the contemporary circumstances of Latinos, especially those in our geographic region on which the research focuses, in historical perspective, with attention to the legacies of colonization, the uncertain position of Latinos in a predominantly Black/white racial order, and the politics of immigration reform. We also study how Latinos have struggled to challenge domination and enhance democracy through labor movements, women's organizing, the Chicano Movement, electoral politics, and immigrant justice activism. May be elected as Sociology 250. *Corequisite*: Politics 318 or Sociology 318.

**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, x Apostolidis**

This course introduces students to crucial problems concerning the relation between politics and religion. Our approach is historical and critical, focusing on the modern world and examining the philosophical arguments found in primary texts.

While we mainly study texts written in the United States, we also consider perspectives drawn from Europe, Latin America, and the Middle East. Key questions include: What obligations for public officials and citizens does the principle of religious toleration entail, and why should this principle be embraced or rejected? How has religion historically supported class, gender, and racial domination, and how have activists for social justice looked to religion to justify their struggles? How does Islam provide critical distance on both the modern conditions that Christian political movements have criticized and the Christian orientation of these critiques? Are the political methods and values of the contemporary Christian right consistent with U.S. liberal democracy or subversive of it?

287 Natural Resource Policy and Management

4; not offered 2016-17

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.

301 the Art of Revolution

x, 4 Davari

How do entirely new political formations emerge? In this seminar, we will consider the possibility of responding to this question by way of aesthetics. Our inquiry will be bookmarked by two defining and radical modern revolutionary events: the 1789 French Revolution and the 1979 Iranian Revolution. Where the former initiated a period of Enlightenment, the latter, in creating an Islamic Republic, appears to have broken the Enlightenment mold. In light of these events, how might we characterize the relationship between aesthetics and political thought? Recent scholarship in political theory suggests that moments of radical democratic action involve the making seen of that which previously had not and could not be seen. For this proposition to hold, a new perspective must emerge whereby new—or revolutionary—modes of political and social life can be recognized in the first place. On the one hand, the aesthetic promises to foster these new ways of seeing. On the other hand, the aesthetic field of vision always seems to be conditioned by politics. What are we to make of this paradox? When and how might revolutionary change occur in light of it?

303 Gender and Feminism in Southeast Asia

4; not offered 2016-17

This course will examine processes of gendering, and the concerns of women's and sexuality-based rights movements, in sites throughout Southeast Asia and the Southeast Asian diaspora. Guiding questions of the course include: How are femininity, masculinity, and gender variance in such contexts historically-contingent? In what ways are gender and sexuality shaped by class, racialization, colonialism, decolonization, and nationalism? How do feminist and LGBTI movements articulate their political claims? How can these movements be compared to similar movements in other regions of the world? What critical conceptual frame must be mobilized to enable such comparisons? This upper-division seminar is designed for third- and fourth-year students. *Prerequisite:* previous coursework in Politics or Asian and Middle Eastern Studies.

308 Liberalism and Its Discontents

4; not offered 2016-17

This class 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, x Beechey**

Why are some beneficiaries of social policy coded as deserving assistance from the government while others are marked as undeserving? What impacts do these notions of deservingness have on social policies and the politics which surround them? What are the consequences for the material realities of individual lives? How do gender, race, class, and citizenship status work together to construct and maintain distinctions of deservingness? This course engages with these and other questions through historic and contemporary debates in U.S. social policies such as welfare, Social Security, and disability benefits.

313 Tocqueville and Democratic Theory**4, not offered 2016-17**

What do we mean when we say “democracy”: is it an electoral system, a cultural order, or a political theory of sovereignty? Is democracy an inescapable unfolding historical fact or a claimed normative good to guide political action? What relationship is there between democracy and wealth or property? Is democracy the realization of freedom or the greatest danger to freedom? How do the boundaries (both imagined and real) of something called “Europe” contour thinking about democracy and its progress? What are the implications for political life when democracy appears as a revolution without end? In an age of democracy, what aristocratic virtues have we lost? Are they recoverable? These are some of the questions we will explore in this seminar via a close and sustained engagement with the thought of Alexis de Tocqueville. Alexis de Tocqueville has served as a theoretical resource and inspiration for liberal individualism, small-government conservatism, communitarianism, Euro-imperialism, and radical democratic anti-capitalism. We will explore all of these threads in his writings. Although we may engage with secondary sources and the writings of Tocqueville’s contemporaries, the primary focus of this seminar will be Tocqueville’s works. We will read both volumes of *Democracy in America*, *The Old Regime and the Revolution*, and other selected writings.

316 Culture, Ideology, Politics**4, x Apostolidis**

This course explores the political meaning of culture, focusing on popular culture in the United States. Students experiment with different ways of understanding the political character of popular culture by examining a variety of cultural sources and reading the works of modern political theorists. Special attention is given to Hollywood films, the advertising industry, the news media, radicalism in the 1960s, popular music, and lesbian and gay activism. The course also discusses the concept of ideology and its usefulness in the critical analysis of popular culture (or “mass culture,” or “subcultures”). Two periods per week.

317 African Popular Culture and the Politics of Everyday life**x, 4 Zeleke**

This course investigates the multiple dimensions of African popular culture through looking at various forms of *cultural production* as well as various aspects of material culture. The course will also explore and question the origins of the *fusions* (the so-called “creolizations” and hybridities) of African popular culture and the extent and degree of adaptiveness to modernity, and its relationship to the *urban*. Of particular interest will be the constant and frequent reshaping of the relationship Africans have to continental Africa, the Diaspora, and the European and North American worlds. In addition, the course also explores the various ways in which cultural productivity is linked to the various social and ethnic identities that have characterized nationalist and post-independence politics. The aim of this course is to reunite the increasingly separate domains of African studies with the broader areas of cultural studies, development, and gender studies, as well as the study of politics. *Recommended prerequisite*: any course in African politics or history, or Race and Ethnic Studies 105.

318 Community-Based Research as Democratic Practice I**4; not offered 2016-17**

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. Projects typically contribute to Whitman's research on "The State of the State for Washington Latinos." 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. Students typically work in research teams with peers and begin to write their reports collaboratively. The course also prepares students to communicate publicly about their research findings and recommendations. In all these ways, the research provides a concrete experience in the practices of democracy. May be elected as Sociology 318. *Corequisite*: Politics 250 or Sociology 250.

319 Public Communication about Community-Based Research II**4; not offered 2016-17**

Students begin this course by completing the final reports for the research undertaken in the fall companion course (Politics/Sociology 318), which typically focuses on "The State of the State for Washington Latinos." The first part of this course emphasizes collaboratively writing reports that are practically useful to the community partner organizations while also being academically rigorous and intellectually rich. Students then take part in selected activities to communicate publicly about their research findings and recommendations. Public outreach activities are designed in consultation with the community partners and also include presenting in the Whitman Undergraduate Conference. Through these ventures students develop their skills in oral and visual communication, communication across lines of racial and cultural difference, cooperative communication, and leadership. *Prerequisite*: Politics 318 or Sociology 318.

320 The Politics of Global Security**4; not offered 2016-17**

In the study of international relations, the concept of security is almost always tethered to the nation-state through the central signifier of "national security". Even studies of private security, cyber warfare, or drone technology, all of which raise some complex questions about the changing parameters of modern warfare, rarely stray too far from a focus on the state. The purpose of this course is to both understand the motivations for and the effects of this linkage and open up different ways to think of the concept and the referents of security. Using a variety of different approaches through which global security has been studied, the course will ask who is made secure and/or insecure by statist security, what kinds of apparatuses of power are created in the provision of security, what sorts of affective investments are involved in projects of security, and what political possibilities and risks are inherent in imagining a world beyond security. Topics covered may include: practices and technologies of war-making, the military-industrial complex, nuclear proliferation, surveillance and the securitization of everyday life, and military disarmament and peace movements. *Prerequisite*: previous coursework in Politics.

321 Is American Higher Education in Crisis?**4, x Kaufman-Osborn**

At some point in their lives, over 70% of Americans will enroll in an institution of higher education. As such, the state of higher education is not a peripheral or intra-academic concern, especially since these institutions play a pivotal role in generating, reproducing, and sometimes contesting relations of power. The purpose of this course is to encourage Whitman students to think carefully and critically about their education at Whitman College by situating that experience within the context of higher education in the United States more generally. Especially over the course of the past two decades, higher education in the United States has repeatedly been declared to be in a condition of "crisis." Specific manifestations of this "crisis" include the claim that colleges and universities are failing to prepare students adequately for the current workplace; that students are being saddled with impossible debt upon graduation; that higher education has now effectively been "corporatized"; that the financial model that currently informs the provision of higher education is unsustainable; that the digital revolution will soon render anachronistic the sort of education Whitman takes pride in offering; etc. Over the course of the semester, all students will be expected to complete a significant research project on some aspect of Whitman College in light of the alleged "crises" of higher education in the United States.

325 Queer Politics and Policy**4; not offered 2016-17**

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 2016-17**

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; not offered 2016-17**

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. *Recommended pre- or corequisite:* Politics 122.

331 The Politics of International Hierarchy**4; not offered 2016-17**

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.

333 Feminist and Queer Legal Theory**x, 4 J. Jackson**

Broadly, this is a course on gender, sexuality, and the law. More particularly, this course will 1) explore the relationship between queer theoretical and feminist theoretical projects and will 2) consider how these projects engage legal doctrines and norms. In question form: Where do feminist and queer theories intersect? Where do they diverge? How do these projects conceive of the law in conjunction with their political ends? How have these projects shifted legal meanings and rules? How have the discourses of legality reconfigured these political projects? These explorations will be foregrounded by legal issues such as marriage equality, sexual harassment, workers' rights, and privacy. Theoretically, the course will engage with issues such as identity, rights, the state, cultural normalization, and capitalist logics. We will read legal decisions and political theory in this course. May be elected as Gender Studies 333.

334 The U.S.-Mexico Border: Immigration, Development, and Globalization**4; not offered 2016-17**

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, California, 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.

337 Globalizing Southeast Asia

4, x Casumbal-Salazar

This course examines Southeast Asia's relation to "globality" and the economic, political, and cultural processes associated with "globalization," "alter-globalization," and "globalisms." How have pre-colonial connections, colonial violence, anti-colonial nationalism, and post-colonial development shaped concepts of the local, global, and regional in Southeast Asia? How has Southeast Asia's entry into, and exclusion from, circuits of transnational capital impacted sites in the region? How has neoliberalism's ascendance been facilitated and contested? Our examination of the political, cultural, gendered, and sexual dimensions of globalization's effects in Southeast Asia will focus on historic and contemporary examples which may include, but are not limited to, the political economy of development, trafficking, militarism, sex tourism, and the work of social movements. *Prerequisite:* intro-level course in Asian and Middle Eastern Studies or Politics or consent of instructor.

339 Nature, Culture, Politics

4; not offered 2016-17

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).

342 The Rhetoric of the 47%: The Social, Political, and Rhetorical Materialism of Class

4; not offered 2016-17

During the 2012 presidential campaign, Governor Mitt Romney was infamously captured on video arguing that 47 percent of the American people are dependent upon government, pay no income tax, and as a result, were not citizens he "should worry about." This course will examine Romney's assertion of the 47%, alongside an understanding of rhetorical materialism, or the ways that rhetoric functions "as a palpable and undeniable social and political force." We will discuss political rhetoric of class, poverty, income inequality, and the material forces that divide socio-economic populations in the United States. In doing so, we will strive to ask: How does an understanding of rhetoric as material illuminate questions of political and social change, particularly in cases of those who are least advantaged? In what ways does discourse work to shape understandings of class and economic value? Course requirements will include class discussion, a final paper, and weekly blog posts and/or discussion prompts. May be elected as Rhetoric Studies 342.

343 Rhetoric of Weapons of the State

4; not offered 2016-17

In the moments after September 11, 2001, the conflicts in Iraq and Afghanistan alongside the increasingly enduring "war on terror" have prompted new discourses of security, transnational alliances, and strategic weaponry. This course will trace the history and discourses of weapons of the state, beginning with discussion of the development of nuclear technology and a rhetorical strategy Edward Schiappa terms "nukespeak." The course will trace these histories through the current debates over technological innovations in weaponry, specifically pilotless aerial weapons known as drones. In tracing these histories and discourses, we will focus on the following questions: what political discourses and strategies animate new forms of state controlled weaponry? How do these new forms of state weaponry get circulated, discussed, and critiqued? Finally, how do state forms of violence become understood in contrast to forms of violence produced by individuals in the quest for social justice and change? Course requirements include class discussion, a final paper, and weekly blog posts and/or discussion prompts by students. May be elected as Rhetoric Studies 365.

351 Necropower and the Politics of Violence**4, x Casumbal-Salazar**

Cameroonian scholar Achille Mbembe posits necropower as “the capacity to dictate who may live and who must die” (2003). This course explores necropolitics as a mode of political practice that intertwines the power to kill with a concept of population. What are the conditions of possibility by which certain populations are targeted for violence and death, while others are exempt? By what determination are some forms of violence designated political, while others remain ineligible for such a designation? Our approach to the study of political violence will be historical, conceptual, empirically grounded, and comparative, with attentiveness to gendered and sexual forms of violence. We consider philosophical and legal typologies of violence, and examine case studies drawn from different countries and historical eras.

352 Political Campaign Rhetoric**4, x Hayes**

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 Studies 350.

354 Topics in Jurisprudence: Time, Law, and Justice**x, 4 J. Jackson**

This seminar will center on the nexus between theorizations of time in political life and the politics of difference. In particular, we will consider how different peoples, histories, and hopes are included and excluded in theoretical and legal orderings of temporality. For example, how might the laws, norms and practices of gendered “publics” and “politics” inform the experience of one’s sense of place in political time? And how might the accumulation of racial privilege and property structure different understandings of the future and the urgency required to get there? Does the law solidify these temporal regimes or offer the means to reconfigure them? The course will interrogate writings about the velocities of modernity, the time of capital, the historical markers of a “now,” the constitutional imperatives for justice, and the conditions prefiguring futures on the horizon. Texts will include works from the Western canon, landmark legal documents, and contemporary writings in political theory. Some thinkers we will engage include Edmund Burke, Karl Marx, Martin Luther King, Jr., Joan Tronto, and Jacques Derrida.

359 Gender and International Hierarchy**4; not offered 2016-17**

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**4; not offered 2016-17**

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 2016-17**

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 2016-17**

This course will explore themes in African politics such as colonialism, nationalism, development, authenticity, gender, violence, and justice, through the ideas of some of Africa's most notable political thinkers of the past half-century, including Fanon, Nkrumah, Senghor, Nyerere, Mandela, and Tutu. The course also will consider the work of contemporary critics of the postcolonial African state. These may include writers, artists, and activists such as Ngugi wa Thiongo, Chinua Achebe, Wangari Maathai, Ken Saro-Wiwa, and Wambui Otieno.

**369 Food, Agriculture, and Society
4; not offered 2016-17**

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, but must be elected as Environmental Studies 369 to satisfy the interdisciplinary course requirement in environmental studies.

**379 Freedom of Speech and the First Amendment
4; not offered 2016-17**

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.

**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. Any current offerings follow.

**400 ST: "Work" in Political Theory and Political Economy
x, 4 Apostolidis**

Originating in Whitman's Global Studies program, this interdisciplinary course challenges students to consider the political and economic meanings of "work" from a variety of theoretical perspectives. Why do people work, and how does work come to have political and social meaning? How does the attachment of work to wages and profit under capitalism affect experiences of working? What questionable political and economic assumptions are encoded in common distinctions between "workplace" and "household," "free labor" and "slavery," or "work" and "leisure"? How does working relate to democratic citizenship, to social domination, and to political mobilization? In what ways have these connections varied in different historical eras, in globally diverse geographical contexts, and for distinct social groups (e.g., with regard to race, gender, and class)? How do the institutions and meanings of work in today's world of social precariousness and digital capitalism compare to the cultures and institutions of work in earlier modern eras? Distribution area: social science or cultural pluralism.

481, 482 Individual Projects**1-4, 1-4 Staff**

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

490 Senior Seminar**4, x Beechey, Biswas, Davari, and Zeleke**

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**x, 3-4 Beechey, Biswas, Davari, and Zeleke**

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. *Prerequisite:* Required of, and open only to, senior majors not taking Politics 498.

498 Honors Thesis**x, 3-4 Beechey, Biswas, Davari, and Zeleke**

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 2016: Pavel Blagov (*on Sabbatical, Spring 2017*)

Chair, Spring 2017: Matthew W. Prull

Thomas Armstrong (*on Sabbatical, Fall 2016*)

Emily Bushnell

Melissa W. Clearfield

Walter T. Herbranson

Stephen Michael

Erin Pahlke

S. Brooke Vick

Psychology is the scientific study of the mind and behavior, and the application of that science to improve the quality of life.

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.

Distribution: Courses completed in psychology apply to the social sciences distribution area, with the following exceptions:

Cultural pluralism or social sciences: 239, 309, 311, 319, 336

Quantitative analysis and social sciences: 210

Science or social sciences: 360

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Develop insight into self and others' behavior and mental processes and apply effective strategies for self-management and self-improvement. Understand and apply psychological principles to personal, social, and organizational issues. Recognize, understand, and respect the complexity of sociocultural and international diversity.
- **Accessing Academic Community/Resources**
 - Demonstrate information competence and ability to use computers and other technology for many purposes.
- **Communication**
 - Communicate effectively in a variety of formats.
- **Critical Thinking**
 - Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- **Quantitative Skills**
 - Analyze data quantitatively.
- **Research Experience**
 - Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- **After College**
 - Emerge from the major with realistic ideas about how to implement his or her psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
- **Citizenship**
 - Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

The Psychology major: Psychology 210, 210L, 220, 420; and other courses selected with the approval of the major adviser, including one from each of three foundation areas and one 300-level seminar, to make a total of 36 credits; three credits in philosophy, and three credits in biology. The three foundation areas are: Clinical/Personality (Psychology 260 or 270); Cognitive/Learning/Physiological (Psychology 229, 360, or 390); and Developmental /Social (Psychology 230 or 240). Students must complete Psychology 210, 210L and 220 by the end of their junior year. The senior assessment consists of Psychology 420, a one-hour oral exam, and satisfactory performance on the written Major Field Test.

The Psychology minor: Psychology 110, 210, a 300-level seminar, and two additional psychology courses, for a minimum of 15 credits and excluding Psychology 407, 408, 495, 496, and 498.

110 Introduction to Psychology**3, 3 Fall: Herbranson, Michael; Spring: Armstrong, Prull**

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.

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**3, x Michael**

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.

219 Educational Psychology**x, 4 Pahlke**

In this course, we will investigate issues and research in educational psychology. The course will focus on theories within the field of child and adolescent development as they apply to educational theory and practice. We will read both theoretical and empirical literature, with an eye toward using psychological concepts to improve children's and adolescents' educational outcomes. Topics will include student development, evaluation techniques, tracking and ability groupings, teaching approaches, and motivation. Assignments will include short response papers related to observations and readings, exams, and a final project that requires students to apply their knowledge to an issue in education. *Prerequisite:* Psychology 110.

220 Research Methods**4, 4 Fall: Blagov; Spring: Michael, Pahlke**

This course will provide students with an understanding of the research methodology used by psychologists. Students will learn to read and critique psychological studies and learn the details of experimental design. Students will also design an empirical study, review the related literature, and learn to write a formal APA-style research report. *Prerequisites:* Psychology 110, 210 and 210L.

229 Cognitive Psychology**4, 4 Fall: Prull; Spring: Michael**

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. *Prerequisite:* Psychology 110 or consent of instructor. Credit not allowed if Psychology 349 has been taken.

230 Social Psychology

4, 4 Vick

This course provides students with a broad introduction to the field of social psychology, the study of how others influence our thoughts, feelings, and behavior in a social world. Course content will focus on both theoretical and empirical research to explore the ways in which social situations affect our cognition, emotion, and action, and the ways in which the self contributes to the social construction of human behavior. Specific topics include social judgment, group behavior, stereotyping and prejudice, conflict and war, liking and love, helping, and persuasion, among others. A laboratory weekend is required. *Prerequisite:* Psychology 110 or consent of instructor.

232 The Psychology of Prejudice

4; not offered 2016-17

This course will introduce students to theoretical and empirical research in psychology aimed at understanding the nature of prejudice and intergroup conflict. Topics will include stereotyping, origins of prejudice, biases in social perception and judgment that maintain prejudice, the effects of prejudice on those targeted by it, consequences of intergroup interaction, and means of reducing prejudice in the self and others. The course will focus primarily on racial and gender prejudice, although prejudice based on sexuality, age, class, and other social identities may be discussed. Students will be encouraged to examine their own social identities and intergroup interactions with a goal of understanding how to experience and promote more positive interactions between members of different social groups. *Prerequisite:* Psychology 110 or consent of instructor.

239 Psychology of Women and Gender

4,x Pahlke

This course will begin with an empirical and theoretical exploration of conceptions of sex and gender. We will then 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. *Prerequisite:* Psychology 110 or Gender Studies 100.

240 Developmental Psychology

4, x Clearfield

This course provides students with a broad introduction to developmental psychology, the study of how we go from a single cell to a walking, talking, thinking adult in a social world. The goals of the course are to promote critical thinking and problem-solving skills using readings, data and video on issues in perceptual, motor, social, and cognitive development, from pre-natal development through emerging adulthood. 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. *Prerequisite:* Psychology 110. Any current offerings follow.

257 Peer Counseling

2; not offered 2016-17

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 Armstrong**

This course is a broad overview of psychopathology. It covers the classification, symptoms, epidemiology and morbidity, and prominent etiological models of the major kinds of psychological disorders. It examines critically issues related to different approaches to diagnosis, the standard of treatment for different disorders, and several types of research.

Prerequisite: Psychology 110.

270 Personality Theories**4, x Blagov**

This course covers the science of individual differences (how people differ from each other) and personality structure (the organization of mental processes shared by most people). We will examine and critique theory and research examples from such paradigms as the trait, psychodynamic, phenomenological, learning, and social-cognitive approaches. We will address issues of pseudoscience, personality measurement, stability, change, culture, and pathology. The readings will include a textbook, a few empirical articles, and optional classic works. Assessment will consist of quizzes, write-ups of personality test results, and a comprehensive personality portfolio. *Prerequisite:* Psychology 110.

301 Issues in Infancy: Walking, Talking and Imitating**4; not offered 2016-17**

This seminar will investigate current thinking and research about selected aspects of early motor, cognitive and social development. We will look in depth at three selected topics, reading original research articles and theory papers on each and trying to weigh the evidence. The topics for this semester include learning to walk, early word learning, and imitation as a mechanism for early learning. Each of these topics is of long-standing interest in the field of infant development and raises a variety of issues which are currently being actively researched. Coursework will involve reading original source materials, and class sessions will include discussion, debate, videos, and student presentations. *Prerequisite:* Psychology 240.

309 Science of Sexual Orientation**3, x Blagov**

This advanced seminar explores critically the contemporary psychological science of human homosexuality (major theories, methods, findings, and gaps in our knowledge). Other forms of sexual diversity may be addressed. The course emphasizes empirical studies and reviews in such areas as the subjective experience, psychobiology, and developmental course of homosexuality, as well as questions related to same-sex relationships and parenting, sexual-minority discrimination, and gay-affirmative therapy. Most class meetings will involve guided discussion of assigned readings; toward the second half of the semester, students will lead discussion with the instructor's support. Additional assignments may include weekly written responses to the readings and two or three papers. May be taken for credit toward the Gender Studies major. *Prerequisites:* Psychology 110 and 210 or consent of instructor.

310 Seminar in Adolescent Development**3; not offered 2016-17**

This seminar course explores development over the course of adolescence, focusing on physical, cognitive, social, and personality transitions. Students will explore central psychological issues of this developmental period (e.g., identity, autonomy, intimacy, and sexuality). Because development takes place in context, we will pay particular attention to the influences of family, peer group, school, and culture. Coursework will involve reading original source materials, and class sessions will include a combination of lecture and discussion. Assignments will include writing related to observations and readings, oral presentations and discussion-leading, and a theoretical paper. *Prerequisite:* Psychology 240.

311 Development and Parenting Across Cultures**3; not offered 2016-17**

This seminar explores development and parenting across cultures. The first half of the course will focus on theory and research on families in cultures outside the U.S. The second half of the course will focus on racial/ethnic groups within the U.S. Topics will include parental beliefs and expectations, parenting strategies, parental engagement, and children's and adolescents' academic and social outcomes. Weekly written responses, a theoretical paper, and class participation will form the basis of the course grade. *Prerequisite:* Psychology 240.

317 Perspectives on Disgust**x, 3 Armstrong**

What makes something disgusting? Why do we experience disgust? How did it evolve? How is it shaped by culture? What role does disgust play in moral judgment? What role does disgust play in psychopathology? This course will explore these questions and more through classic and contemporary works of psychologists, evolutionary biologists, cultural anthropologists, and literary writers. In addition, the course will provide a foundation in psychological research and theory on emotion. *Prerequisite:* six credits in psychology.

319 Poverty and Child Development**3; not offered 2016-17**

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.

Prerequisite: Psychology 240 or consent of instructor.

320 Seminar: Psychology of Aging**3; not offered 2016-17**

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. *Prerequisite:* Psychology 110.

324 What is Mental Illness?**4; not offered 2016-17**

This course will explore controversial issues that arise in defining mental illness. For example, is mental illness categorically different from everyday psychological distress? To what extent are psychological disorders unique to a culture or a historical time period? To what extent are they rooted in biology? Could some mental illnesses represent evolutionary adaptations gone awry? To address these questions and others, we will draw on multiple disciplines, integrating perspectives from the social and biological sciences, as well as the humanities. *Prerequisite:* Psychology 260.

336 Social Stigma**x, 3 Vick**

This course will examine research and theory on social stigma from a social psychological perspective. Topics will include the origins and functions of stigmatization, mechanisms and consequences of social stigma, and coping strategies of stigmatized individuals. Special attention will be paid to targets of stigma, including those stigmatized by their race/ethnicity, gender, and sexual orientation. The psychological effects of prejudice and discrimination for these targets will be discussed. This course is conducted primarily as an advanced seminar in psychology. *Prerequisite:* Psychology 230.

339 Comparative and Evolutionary Psychology**3, x Herbranson**

This seminar explores psychological topics across a wide variety of species, with a particular emphasis on evolution as a determinant of behavior and cognition. Course content will include modern research on animal behavior and ethology, stressing the importance of an animal's biological, ecological and social milieu. Specific topics may include dominance and social structure, foraging, mating, predation, communication, perception, conflict, and cooperation. *Prerequisite:* Psychology 229, 360, or 390.

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. *Prerequisite:* eight credits in psychology. Any current offerings follow.

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 an empirical project are required components of the course.

Prerequisites: Psychology 110 (or equivalent) and 229.

353 Practicum in Psychology**1-3; not offered 2016-17**

Practicum experiences allow students to integrate and apply issues they have learned in coursework. Placements vary by semester and may include school, hospital, community, or outpatient sites. Students engage in a minimum of three hours per week in off-campus placement, complete readings and assignments, and meet weekly with course instructor.

Prerequisites: Psychology 110 and consent of instructor. *Corequisites:* Psychology 356 (if taking for the first time).

356 Applied Psychology**3; not offered 2016-17**

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 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.

390 Psychology of Learning**4; not offered 2016-17**

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.

410 Multivariate Statistics for Psychology**2; not offered 2016-17**

This course covers advanced statistical procedures, with an emphasis on multivariate analyses. Class meetings will involve analyzing and interpreting complex data sets. We will also consider how the availability of advanced statistical analyses influences measurement, theory, and experimental design within the field of psychology. Intended for students who already have an understanding of basic statistics and are familiar with IBM SPSS software. *Prerequisites:* Psychology 210 and 210L.

420 Contemporary and Historical Issues in Psychology**4, x Vick, Pahlke**

This capstone course considers where psychology came from, what it is now, and what the field should be, through close reading of historical and current literature. 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, complete a take-home exam, and lead a class discussion on a current debate. *Prerequisites:* restricted to senior psychology majors and minors; others by consent of instructor. 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: Zahi Zalloua, French and Interdisciplinary Studies	Suzanne Morrissey, Anthropology and Interdisciplinary Studies
Susanne Beechey, Politics	
Shampa Biswas, Politics	Jason Pribilsky, Anthropology and Interdisciplinary Studies, <i>Chair, Division I</i>
Melisa S.L. Casumbal-Salazar, Politics (<i>on Sabbatical, Spring 2017</i>)	Matt Reynolds, Art History and Visual Culture Studies
Helen Kim, Sociology	Nicole Simek, French and Interdisciplinary Studies, <i>Chair, Division II</i>
Nina E. Lerman, History	Lisa Uddin, Art History and Visual Culture Studies (<i>on Sabbatical, Spring 2017</i>)
Gaurav Majumdar, English	Jacqueline Woodfork, History (<i>on Sabbatical, Spring 2017</i>)
Gilbert Mireles, Sociology	

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.

In all courses, the student's work should focus on issues of race and ethnicity whenever that is possible.

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.

Distribution: Courses completed in race and ethnic studies apply primarily to the cultural pluralism distribution area.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- Identify and interpret important ideas, assumptions, and debates that are central to the study of race and ethnicity.
- Explore the intersection of broad theoretical claims with different socio-historic contexts, as well as with other categories of difference such as nation, class, religion, and gender.
- Develop an interdisciplinary approach to the study of race and ethnicity and a critical ability to analyze the historical and contemporary issues arising from the institutionalization of racial and ethnic differences.

- **Critical Thinking**

- Analyze issues with a variety of tools and approaches in a range of disciplines.

- **Research Experience**

- Conduct a substantial academic inquiry about a focused research question, demonstrating a critical awareness of competing arguments, the mastery of relevant methods, and a capacity to generate substantive results from original research.

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.

Foundation courses: General Studies 245, plus one other course centered on racial and ethnic analysis (Art History 235; English 376; History 268; History 371; Politics 100; Race and Ethnic Studies 105; Sociology 267; World Literature 320).

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 week following Thanksgiving break in the fall semester of the junior year. Examples of regional concentrations include: race and ethnicity in Latin America, ethnicity and race in Africa, U.S. race and ethnic studies, African American studies, or race and ethnicity in South Asia. Examples of thematic or topical concentrations include: ethnicity and identity; race and gender; literary representations of race and ethnicity; race and class; ethnicity and nation; race, ethnicity, and nature; religion and ethnicity. The proposal must include a title, a list of the three courses proposed, and an explanation of how the courses fit together and complement each other.

Electives: Usually three courses chosen to complement the concentration, such that, in combination with foundational and concentration coursework, the student has worked in three disciplines overall. It is recommended that the student explore more than one geographic area.

Capstone: A senior seminar (four credits) in the fall, in which students discuss common readings and case studies and begin thesis research, and completion of thesis (two credits) in the spring. The oral portion of the major exam will begin with a thesis defense and proceed to a broader synthesis of the student's work in the major. Students will propose thesis topics to the Race and Ethnic Studies Steering Committee by midterm in the second semester of the junior year.

Language requirement (in addition to the 36 credits required for the major): The language requirement places value on the linguistic dimensions of difference and provides students with at least minimal direct exposure to this dimension. The student will complete 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 11 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.

I. **"Foundation" courses:** courses incorporating race and ethnicity as central, defining issues:

- Art History 235 *Race and American Visual Culture*
- General Studies 245 *Critical Voices*
- English 376 *Colonial and Anti-Colonial Literature*
- History 268 *Migration Ethnicity in the US*
- History 371 *African American History*
- Politics 100 *Introduction to Race, Gender and the Politics of the Body*
- Race and Ethnic Studies 105 *Introduction to Race and Ethnic Studies*
- Sociology 267 *Race and Ethnic Group Relations*
- World Literature 320 *Race, Trauma, Narrative*

II. **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/academics/courses-of-study/race-and-ethnic-studies.

100 Special Topics in Race and Ethnic Studies

4

Courses under this category explore selected topics in Race and Ethnic Studies at the introductory level. Any current offerings follow.

105 Introduction to Race and Ethnic Studies

4, x Casumbal-Salazar and Zalloua

This team-taught, interdisciplinary course is designed to introduce students to the foundational concepts and critical debates animating the study of race and ethnicity. We will interrogate categories of race and ethnicity, in the United States and globally, in contemporary and historical contexts.

301 Special Topics in Race and Ethnic Studies

2-4

The course explores selected topics in race and ethnic studies. Any current offerings follow.

405, 406 Independent Studies in Race and Ethnic Studies**1-3, 1-3 Staff**

Directed readings of topics or works selected to complement the RAES program. The number of students accepted for the course will depend on the availability of the staff. No more than four credits in independent study may be used to satisfy the race and ethnic studies major requirements. *Prerequisite:* consent of instructor.

490 Senior Seminar**4, x Morrissey**

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.) Open to senior Race and Ethnic Studies majors.

497 Thesis**2, 2 Staff**

Completion of a thesis based on the previous semester's plan. *Prerequisite:* 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: Walter E. Wyman Jr.
Courtney Fitzsimmons
Daniel W. Kent

Lauren Osborne
Stanley Thayne
Jonathan S. Walters (*on Sabbatical, 2016-2017*)

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 about the world's religion, and of developing skills of analysis, interpretation, and communication.

An individually designed combined major which integrates the study of religion with work in another department can be arranged.

Distribution: Courses completed in religion apply to the humanities and cultural pluralism (selected courses) distribution areas.

Learning Goals: Upon graduation, a student will be able to:

- **Field-Specific Areas of Knowledge**
 - Upon graduation, students will be able to analyze and understand religious phenomena based upon substantive knowledge of a broad range of Religious ideas and practices as well as in-depth study in a single area of concentration.
 - More generally, students will be familiar with different dimensions of religion as a phenomenon and different academic methods by means of which religion is studied and understood.
- **Communication**
 - Students will be able to present answers to a research question in writing that meets the highest standards of conceptual clarity and correct and readable prose. They will be able to discuss orally the subject matter and method of their research, and locate both within the wider horizon of the phenomenon of religion and the academic study of religion in a substantive, articulate, conceptually clear, and precise manner.
- **Critical Thinking**
 - Students will be able to distinguish confessional from academic approaches to religion, and to bracket the former in interpretations of religious phenomena. They will have cultivated skills of critically analyzing and interpreting different genres of texts: sacred scriptures, philosophical and theological arguments, historical studies, and social-scientific and gender studies analyses of religious phenomena.
- **Research Experience**
 - Students who graduate will be able to carry out independent research on a religious phenomenon by formulating a sophisticated religious studies research question, conducting appropriate research, and defining their own methodological perspective. Students will be able to articulate the contributions and limitations of their chosen method.

The Religion major: A minimum of 36 credits in religion, including the following: Religion 203; Religion 448; Religion 490 or 498; six elective courses, at least two of which are at the 300-level. At least three of the elective courses, including one at the 300-level, must form a concentration to be defined in consultation with the advisor during the Spring of the Junior year, prior to Fall registration; the senior thesis must be written in the concentration area. Additionally, at least one of the elective courses must be a course in comparative religion, to be selected from the following list. Only one 100-level course may be counted toward the major requirements. The study of an appropriate language, as determined in consultation with the student's major adviser, is also highly recommended although not required. The senior assessment: All religion majors are required to write a senior thesis of 25-30 pages, 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.

Honors in the major: All students majoring in Religion are required to write a thesis and to register for Religion 490 *Thesis in Religion*. Students do not apply for admission to candidacy for honors. Students who write a thesis graded A or A- by the Religion Department faculty, and who pass the Senior Comprehensive Examination with distinction, will be granted Honors in Major Study if they attain the minimum Cumulative and Major GPAs specified in the faculty code (3.300 and 3.500, respectively). The Chair of the Religion Department will notify the Registrar of those students attaining Honors in Major Study not later than the beginning of the third week of April. Two copies of the Honors Theses must be submitted to Penrose Library no later than Reading Day.

The Religion minor: A minimum of 20 credits in religion, including Religion 203, at least one 300-level course, and at least one course in comparative religion, to be selected from the following list. Only one 100-level course may be counted toward the minor requirements. Departmental policy does not allow a P-D-F grade option for courses within the minor.

Courses designated Comparative:Religion 100 *Introduction to Religion*Religion 103 *Death and Afterlife*Religion 107 *Religion and Society*Religion 109 *Conceptions of Ultimate Reality*Religion 110 *Religion and the Senses*Religion 116, 117 *Comparative Studies in Religion*Religion 150 *Evil and Suffering*Religion 221 *South Asian Religions I*Religion 222 *South Asian Religions II*Religion 233 *Religion and Sexuality in Global**Perspective*Religion 236 *Comparative Scriptures*Religion 260 *Religion in America, Civil War to**Present***100 Introduction to Religion****4; not offered 2016-17**

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 2016-17**

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 2016-17**

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, x Wyman**

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.

Religion 287 *Queer Religiosities*Religion/Film Media Studies 307 *Mediating**Religions*Religion 314 *Approaches to Religion, Violence and War*Religion 330 *Multireligious South Asia*Religion 349 *Field Studies in the Pacific NW*Religion 355 *Religious Intolerance in the**Contemporary US*Religion 358 *Feminist and Liberation Theologies*Religion 370 *New Religious Movements*

110 Religion and the Senses**x, 4 Osborne**

Looking across a range of religious traditions, this course examines the modes of the human senses in relation to religious experience, drawing on both primary and secondary literature. We will ask such questions as: are the senses acting as a means allowing for perception of the divine, or some kind of experience or contact? Are they a medium for self-discipline, in either a positive sense through the cultivation of a pious self, or negatively, through denial? Are the senses serving as a metaphor, and, if so, to what end? We will also interrogate the boundaries and relationships between senses. 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. Any current offerings follow.

116 ST: Religion and Native America**4, x Thayne**

When Europeans first arrived in the Americas, they did not typically recognize Indigenous rituals, beliefs, and practices as “religion.” Over time, however, European Enlightenment categories such as “natural religion” were applied to Indigenous practices, with significant implications. This course will be both an excavation of the category of religion and a history of religion in Native America. In addition to a focus on Indigenous ritual and practices, the course will also focus on Native American engagement with Christianity, missionary work to Indigenous peoples; and Protestant-U.S. reform efforts, such as federal boarding schools. A section of the course will focus on the missionary efforts of Marcus and Narcissa Whitman—namesakes of Whitman College—among the Cayuse people of southeastern Washington, and the complicated issue of memorializing and remembering the so-called “Whitman Massacre.” May be taken for credit towards the Anthropology major. Distribution area: cultural pluralism or humanities.

150 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 is all-powerful, why doesn't God put an end to human 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 in a variety of forms, including philosophical, theological, and literary texts as well as film. Open to first and second year students only.

180 Church and State in American History**4; not offered 2016-17**

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 Reading Biblical Narratives**4; not offered 2016-17**

The stories of the Hebrew Bible include some of the most memorable characters and stories in literature. But what makes a biblical narrative a “story”? In this course, students will examine biblical narratives using the modern methods of literary criticism. The course focuses on the themes of gender, power, covenant, and history as they are constructed through devices

such as plot, style, and characterization. The course will also include contemporary reinterpretations of biblical narratives in literature and film.

202 The New Testament and Early Christianity

4, x Wyman

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.

203 What is Religion?

4, x Osborne

What is religion, and why is its study important in the twenty-first century? This course engages students with classic and contemporary theories about religion, and considers a variety of methods in the transdisciplinary field of religious studies.

205 Introduction to Christianity

x, 4 Wyman

Utilizing readings from the Christian Bible, Creeds and Catechisms, and theologies, this course introduces students to the major stories and doctrines of the Christian tradition. The focus of the course is on varieties of beliefs—Protestant and Catholic, liberal and conservative. Recommended but not required prior to taking more advanced work in Christian thought. Open only to first and second year students.

207 Introduction to Islam

4; not offered 2016-17

This course provides an introduction to the tradition of Islam, beginning with an overview to the foundational sources of the tradition—the Qur’an and the sayings and life of the Prophet Muhammad. Tracing the development of Islam from its origins, students will learn of the diverse ways in which Muslims have lived and defined themselves and the tradition up to the present moment. We will encounter a lived tradition: one that is constantly defined, redefined, and contested through the beliefs and practices of Muslims in interpretation of scripture, ritual life, literature, art, and other modes of expression.

208 Buddhist Ethics

4, x Kent

What does it mean to be a Buddhist? How should a Buddhist act in a world that Buddhist doctrine defines as “*dukkha*,” or “suffering?” What can Buddhist thought contribute to discussions of contemporary ethical issues, such as environmentalism, gender, poverty and violence. This course will introduce students to the study of Buddhist Ethics from multiple disciplinary perspectives. Our sources will include Buddhist philosophical and narrative literature alongside ethnographic and historical studies of Buddhist attempts to map out and embody ethical ideals and practices in a changing world. Following these sources, we will engage with fundamental Buddhist concepts of action, selfhood, and cosmology while considering the effects of globalization and the formation of “Buddhist Modernism” as Buddhists respond to the challenges of colonialism and adapt to the concerns and presuppositions of Western Buddhists. May be taken for credit toward the major in Asian and Middle Eastern Studies. May be elected as Philosophy 211.

209 Introduction to Judaism

4; not offered 2016-17

This course is a survey of Jewish texts and traditions from its beginnings in antiquity to the present-day. The course emphasizes the diversity in Judaism, focusing on moments of innovation and change in the tradition. Using a combination of primary texts, secondary literature, and film, students will be introduced to the major areas in the study of Judaism, including biblical literature, the rabbinic period, mysticism, folklore, philosophy, and Holocaust literature. Recommended but not required for further courses in Judaism.

213 Buddhist Monasticisms

x, 4 Kent

What does it mean to renounce the world and become a Buddhist monk or Buddhist nun? This course will explore the complexity and diversity of Buddhist monasticism as it is constituted in different countries and different times. The course

begins with textual and archeological evidence detailing the emergence of Buddhist monasticism over two thousand years ago in India and concludes with contemporary ethnographic accounts of male and female monastics in a number of countries struggling to adapt to a swiftly changing world while simultaneously protecting the continuity and distinctiveness of their particular lineages. Through a sustained study of different forms of Buddhist monasticism, this course will engage in a broader discussion of Buddhist constructions of gender, identity, family, asceticism, law and modernity. May be taken for credit toward the Asian and Middle Eastern Studies major.

**214 American Jewish Thought
4; not offered 2016-17**

When the first Jews arrived in America in 1654 they sought, like many others, religious freedom. Today America is home to one of the largest Jewish populations in the world, and has produced its own unique forms of Judaism. Students will explore this complex tradition and the construction of American Jewish identity through Jewish philosophy, literature, and films from the mid-20th century to present day.

**217 The Qur'an
x, 4 Osborne**

This course offers an exploration of the Qur'an, the scripture of Islam. In introducing the text, we will examine the historical and literary context in which it was revealed to the Prophet Muhammad in seventh century Arabia. Through close reading we will survey the many messages, themes, and literary and poetic styles found in the text itself. Special attention will also be given to the range of methods and approaches that Muslims have used in interpreting the Qur'an, and to the role played by the text in ritual life.

**219 Modern Jewish Thought
4; not offered 2016-17**

The onset of modernity brought about dramatic upheaval and change for Jewish communities, from the optimism of the Enlightenment to the horrors of the Holocaust. This course covers the history and thought of Modern Judaism from the 17th century to the 20th century in Europe. Students will read philosophical texts to gain an overview of the major themes, events, and thinkers of this important period in religious thought and Judaism.

**221 South Asian Religions I: The Formative Period
4; not offered 2016-17**

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 2016-17**

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. *Recommended prerequisite:* Religion 221. Offered in alternate years.

**227 Christian Ethics
4; not offered 2016-17**

This course is an introduction to Christian Ethics, both theoretical and applied. Unlike traditional courses in ethics, which follow a historical trajectory, this course simultaneously engages classical texts in Christian ethics alongside contemporary critiques and reinterpretations of these texts. These critiques challenge the formulation dominant Christian ethical concepts

by raising questions of gender, race, privilege, and globalization. Students will also engage in applied ethics by analyzing contemporary ethical issues through the lens of classic thinkers.

**228 Modern Western Religious Thought I: Crisis and Renewal
4; not offered 2016-17**

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. May be elected as German 228. Offered in alternate years.

**229 Modern Western Religious Thought II: The Twentieth Century
4; not offered 2016-17**

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. May be elected as German 229. Offered in alternate years.

**233 Religion and Sexuality in Global Perspective
4; not offered 2016-17**

What’s the relationship between religion and sex? Many people would answer, simply, “prohibition.” But consider the following: In Judaism, sex on Shabbat is often considered a mitzvah (a good deed). Evangelical Christian presses have published sex manuals with titles like *Red-Hot Monogamy*. Many interpretations of Islamic law hold that both partners in a marriage are equally entitled to sexual satisfaction. And numerous new religious movements have broken from the sexual norms in the societies around them, either to increase sexual restrictiveness to the point of celibacy or to decrease it to the point of communal sexual access or the use of sexuality in religious rituals. This class will explore the widely varying relationships between religion and sexuality in recent and contemporary religious communities around the world, basing its analysis in perspectives drawn from religious studies, gender studies, and global studies.

**236 Comparative Scriptures
4; not offered 2016-17**

This course takes a comparative thematic approach to reading across the three scriptures of the Abrahamic traditions—the Hebrew Bible, the New Testament, and the Qur’an. Although they originate at different moments in history, in the context of different religious traditions, a common vocabulary of themes, narratives, genres, and poetics appears across all three. We will take a thematic approach by reading the scriptures as literature, in conversation with one another, and in so doing, raising the issue of the possibilities and limitations of a comparative perspective.

**245 Jewish Ethics
4; not offered 2016-17**

What is Jewish Ethics? This course confronts this question through an overview of the history of Jewish ethics and close reading of representative Jewish thinkers of the 20th century. The course is structured so that students can engage one of the most important works of contemporary Jewish ethics – Judith Butler’s challenging and controversial work *Parting Ways*. In this book, Butler draws upon the thinkers we will read in this course – Hannah Arendt, Emmanuel Levinas, Walter Benjamin and Primo Levi – to construct a new Jewish ethical theory, one that raises questions about Jewish identity, the role of ethics in religion, and the place of religion in the public sphere.

**250 Buddhist Civilizations in Asia I: South and Southeast Asia
4; not offered 2016-17**

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 2016-17

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's 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.

260 Religion in America From the Civil War to the Present

4; not offered 2016-17

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

4; not offered 2016-17

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.

290-292 Special Topics in the Academic Study of Religion

2-4

One-time offerings of studies of selected authors, themes, or religious traditions at the intermediate level. Any current offerings follow.

290A ST: Religion, Culture, and Anthropology

x, 4 Thayne

This course will provide a basic overview of the field of Anthropology by considering how the categories of *religion* and *culture* have been used to generate knowledge about the communities and peoples under study. Beginning with early ethnological accounts of Spanish missionaries, the course will trace the development of the practice of ethnographic writing and its gradual professionalization. Early anthropological works often operated from an evolutionary perspective that posited religion as a primitive stage of human civilizational development. Later anthropologists who moved away from an evolutionary model often shifted to a focus on *culture* that positioned religion as one form of cultural expression among others. This course will take as a departure point anthropologist Talal Asad's excavation of the category of religion in *Genealogies of Religion* and his critique of essentialist definitions of religion in other anthropological works. From there students will be presented with a series of ethnographic works and field studies that use the category of religion to explain

and generate knowledge about communities and peoples under study. May be elected as Anthropology 247. Distribution area: cultural pluralism, humanities, or social science.

290B ST: Religion, Nature, and Ecology

x, 4 Thayne

What is “nature”? What is “wilderness”? Where do these ideas come from and what are the politics involved? How are these ideas shaped or inflected by rhetorics or ideologies marked as “religious”? (And what is “religion”?) This class will trace genealogies for these categories, noting intersections, and will discuss their historical legacies and relevance to us today in a world marked by ecological crises and often intense (and religious) debates on subjects such as land use, climate change, extractive industries, sustainability, etc. The course will consider how rhetorics of religion are deployed in ecological movements and texts, in Indigenous communities, in so-called “nature sports,” in nature writing, in anti-environmental movements and interests, and in what Religious Studies scholar Bron Taylor has called “deep green religion.” May be elected as Environmental Studies 202. May be taken for credit toward the Anthropology major. Distribution area: humanities.

305 Gender and Identity in Judaism

4, x Fitzsimmons

The question of Jewish identity has been central to Jewish thought since the modern period. This course studies how Modern Orthodox Judaism defines Jewish identity in the secular world, and how questions of gender identity complicate this task of definition. The course focuses on a close reading of texts from American and Israeli scholars that represent a number of religious studies methodologies. Through this course, students will learn about these various methods and how gender analysis is incorporated into and perhaps changes these methods. Not open to first year students.

307 Mediating Religions

x, 4 Elseewi and Osborne

This course will engage with philosophy, religious studies, phenomenological theory, post-colonial and cultural studies scholarship in order to critically analyze mediated religion and other parts of social life on a global scale. We will consider the many meanings of mediation, from the larger social level of mass communication to the individual level of the body, in which larger beliefs are individually mediated through ritual and performance. Themes that may receive attention include: the use of electronic fatwas in modern Muslim societies; the rise of American televangelism; the global and local markets for religious cultural products; the representation of religious identities—particularly the rise of Islamophobia—in media; and the prominence of fundamentalist and nationalist religious politics across the globe. Lectures, discussions, and tests. May be elected as Film and Media Studies 307. When Film and Media Studies 307 is not offered, Religion 307 may be taken for credit toward the Film and Media Studies major. May be taken for credit toward the Asian and Middle Eastern Studies major.

310 Hearing Islam

4, x Osborne

This course explores the ways in which Islam has been conceived, represented, and contested through sound. How does hearing or saying affect the practice of religion? What makes a particular sound religious, with regard to either its production or its experience? Topics will include the call to prayer, recitation of the Qur'an, the “problem” of music in Islam, and genres of Islamic music from a wide range of historical and cultural contexts (such as ghazals--love poems set as songs --and Islamic rap, for example), sermons, and other audio artifacts. The course will draw on both reading and listening assignments.

314 Approaches to Religion, Violence and War

x, 4 Kent

What is the relationship between religion, violence and war? Is there something about a religious worldview that leads to violence against outsiders or is it simply that humans have an inherent potential for violence that religions cannot fully control? How have different religious traditions sought to legitimate or condemn violence and war? As contemporary media continues to make explicit links between religion (or particular religions) and violence, it is important for citizens of the world to have a clear awareness of the reductionism inherent in such claims. By critically examining primary religious texts, ethnographic case studies and key thinkers that have informed our understanding of religion and violence this course is geared towards a conceptual clarification that moves beyond rigid definitions. This course will culminate in a significant research project on a topic of your choice. As this is an advanced course, it is strongly recommended that students have taken classes in religion.

321 Islamic Mysticism**4; not offered 2016-17**

This course examines the concepts, literatures, and practices associated with mysticism in Islam (Sufism), and the lives of related figures. We will draw on both close reading of mystical literatures, as well as studying the integration of the practices and individuals into Sufi orders into society in a variety of geographical and historical contexts.

330 Multireligious South Asia**4; not offered 2016-17**

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—itsself 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.

347 The Buddha**4; not offered 2016-17**

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. *Prerequisite:* Religion 221, 250, 251, or 257, or consent of instructor.

348 The Secularization of Whitman College**4; not offered 2016-17**

When Whitman became a college in 1882, it very much functioned as a cog in the engine of an informal Protestant establishment that claimed that without the inculcation of a Christian (i.e., Protestant) morality, students would lack the necessary self-restraint that citizens in a self-governing republic required. After a survey of the social, intellectual, and institutional reasons that prompted universities and eventually colleges to buck the Protestant establishment and its hold upon the curriculum, students will explore with the help of materials in the Whitman College Archives the forces propelling Whitman to become 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 2016-17**

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 2016-17**

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 2016-17**

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. *Recommended prerequisite:* Religion 202.

355 Religious Intolerance in the Contemporary United States**4; not offered 2016-17**

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 2016-17**

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.

370 New Religious Movements**4; not offered 2016-17**

Often called “cults” by those unfamiliar with them, new religious movements (NRMs) are exactly what the name implies: newly formed religions that develop either within established world religions or as offshoots of more obscure social or religious movements. The Jehovah’s Witnesses were a new religious movement in the nineteenth century; contemporary NRMs range from the Unification Church (popularly known as the Moonies) to the International Society for Krishna Consciousness (popularly known as the Hare Krishnas) to the Church of Satan. This class will cover theoretical work on new religious movements as well as sociological studies of specific groups, with the goal of increasing students’ familiarity with and theoretical understanding of NRMs as well as exploring the relationship of NRMs to their social contexts.

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. Any current offerings follow.

387 ST: Radical Theologies**x, 4 Wyman**

One of the more startling developments in Christian religious thought is the sudden appearance of radical theologies in the 19th century. Radical theologies are those which start from the premise that traditional Christian doctrine is neither intelligible nor credible, and which propose rethinking belief from the ground up. This agenda goes far beyond liberal or revisionist theologies, which are far more concerned with remaining in continuity with the theological tradition. Many

contemporary radical theologians, although not all, are influenced to one degree or another by postmodern philosophy. This course will explore such 19th century radical thinkers as Ludwig Feuerbach and Friedrich Nietzsche and such 20th and 21st century thinkers as Don Cupitt, Mark Taylor, Lloyd Geering, Nigel Leaves, and Marcella Althaus-Reid. Distribution area: humanities.

401, 402 Independent Study**1-4, 1-4 Staff**

An opportunity for advanced students to pursue a specific interest after consultation with the instructor. *Prerequisite:* consent of instructor.

448 Seminar in the Academic Study of Religion**4, x Wyman**

A senior capstone experiences that prepares majors for senior thesis writing through an exploration of contemporary issues in the field. Required of, and open only to senior religion majors. 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:* Religion 448.

498 Honors Thesis in Religion**x, 4 Staff**

Research and writing of the senior honors thesis. Students register for Religion 490, not for Religion 498. The registration will be changed from Religion 490 to 498 for those students who attain honors in Religion. Open only to senior religion majors.

Rhetoric Studies

Chair: Heather Ashley Hayes

Matthew Bost

Kaitlyn Patia

Rhetoric is the use of symbolic action by human beings to share ideas, enabling them to work together or make decisions about matters of common concern and to construct social reality. As such, rhetoric studies examines public advocacy and social expression by exploring influential speeches, Internet posts, popular culture, media representations, written documents, revolutionary movements, and the many other ways society engages in persuasive arguments and social discourse. Courses focus on political, environmental, social, activist, identity politics, and cultural argument while providing a solid grounding in the theory, practice, and criticism of contemporary communication. Students ultimately utilize this rhetorical understanding in studying the kinds of communication in which they have interest. In the process, they learn what makes rhetoric effective as well as how it affects their and others' lives.

Distribution: Courses completed in rhetoric apply to the humanities distribution area, with the following exceptions:

Fine arts: 110 and 255

Cultural pluralism or humanities: 250 and 270

Activity credit/no distribution: 121, 221, and 222

Learning Goals: Upon graduation, a student will be able to:

- **Describe the discipline of rhetoric and its central questions.**
 - Explain the origins of rhetorical studies
 - Summarize the broad nature of the field of rhetoric
 - Analyze the importance of rhetorical expertise for civic engagement
 - Examine contemporary debates within the field of rhetorical studies
 - Distinguish the field of rhetorical studies from related areas of study
 - Identify intellectual specialization(s) in the discipline of rhetoric
- **Employ rhetorical theories, perspectives, principles, and concepts.**
 - Explain, synthesize, apply, and critique rhetorical studies theories, perspectives, principles, and concepts
- **Engage in rhetorical inquiry.**
 - Evaluate and apply scholarship in rhetorical studies
 - Formulate questions appropriate for rhetorical studies scholarship
 - Engage in scholarship within rhetorical studies using the research traditions of the discipline
 - Differentiate between various approaches to rhetoric
 - Contribute to scholarly conversations appropriate to the purpose of inquiry
 - Develop a theoretical fluency and agility to be used in applying rhetorical lenses to public, literary, and civic discourses
- **Create messages appropriate to audience, purpose, and context.**
 - Locate and understand information relevant to communicative goals, audiences, purposes, and contexts
 - Select creative and appropriate modalities and technologies to accomplish communicative goals
 - Adapt rhetoric to the diverse needs of individuals, groups, and contexts
 - Present messages in multiple communication modalities and contexts
 - Adjust messages while in the processing of communicating
 - Critically reflect on one's own messages before, during, and after rhetorical exchanges and communicative events
- **Critically analyze messages.**
 - Identify meaning(s) embedded in messages
 - Analyze characteristics of mediated and non-mediated rhetoric
 - Recognize the influence of rhetoric
 - Engage in active listening
 - Enact mindful responses to discourse
- **Demonstrate the ability to accomplish communicative goals.**
 - Identify contexts, situations, and barriers that impede rhetorical self-efficacy
 - Perform verbal and nonverbal communication behaviors that illustrate self-efficacy
 - Articulate personal beliefs about abilities to accomplish rhetorical and communicative goals
 - Evaluate personal communication and self-created discourse's strengths and weaknesses
- **Apply ethical rhetorical principles and practices.**

- Identify ethical perspectives
- Explain the relevance of various ethical perspectives
- Articulate the ethical dimensions of discourse
- Evaluate ethics in relation to discourse and rhetorical situations
- **Utilize rhetoric to embrace difference**
 - Articulate the connection between discourse and culture
 - Recognize and appreciate individual and cultural difference
 - Respect diverse perspectives and the ways they influence public discourse
 - Articulate one's own perspective and how it affects public discourse
- **Influence Public Discourse.**
 - Explain the importance of rhetoric in civic life
 - Identify challenges facing communities and analyze the role of rhetoric in explicating and confronting those challenges
 - Evaluate rhetoric at local, national, and global levels
 - Advocate, empower, and utilize rhetorical perspectives to draw conclusions about discourse and civic life

The Rhetoric Studies major: A student who enters Whitman without any prior college-level coursework in rhetoric studies will complete 34 credits to fulfill the requirements for this major, including 230, 330, 387, 487, and 491 or 498, with up to 8 credits of 200 level or higher courses outside the department relevant to the student's rhetorical studies that are pre-approved by the student's major adviser. Students are welcome to concentrate their studies in areas such as political rhetoric, social justice rhetoric, legal rhetoric, discourse and rhetoric theory, or any area in which they have rhetorical interest.

- I. All majors will complete 230 by the end of fall junior year and 330 by the end of spring senior year.
- II. Junior and Senior Seminars: All majors will complete the 387 course in the spring semester by junior year and the 487 course in the fall semester of their senior year.
- III. Senior Thesis: All majors will complete either the 491 or 498 course and orally defend a thesis as part of the 491 or 498 course during the fall semester of their senior year.
- IV. Students may not count more than 4 credits of Rhetoric Studies 121, 221, or 222 toward the major.
- V. Department policy does not allow a P-D-F grade option for courses within the major.

The Rhetoric Studies minor: A minimum of 20 credits in rhetoric with up to 4 credits of 200 level or higher courses outside of the department fitting to the student's rhetorical studies that are pre-approved by the student's minor adviser. Students may not count more than 4 credits of Rhetoric 121, 221, or 222 toward the minor. Department policy does not allow a P-D-F grade option for courses within the minor.

100-103 Special Topics in Rhetoric Studies

1-4

Courses in special topics areas within rhetorical studies. Any current offerings follow.

110 Fundamentals of Public Address

4, 4 Patia

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 Argumentation and Debate

4; not offered 2016-17

This course is an introduction to debate and argumentation. Argumentation is a fundamental process and skill in the field of Rhetoric as well as an indispensable part of who we are, why we change, and how we interact with each other. We will start there and move forward through the concept of argumentation, a move that requires practice and implementation in the form of actual debates. This course builds on critical thinking skills and adds a number of tools to the study of argumentation and debate. The critical thinking learning outcomes include the ability to create arguments and to evaluate the arguments of others. Assignments include: presenting an article about a theoretical premise in argumentation, working through the construction of a resolution with a fair division of ground, and participating in at least three in-class debates--one as the advocate, one as the critic, and one as the adjudicator. Participation in an intercollegiate debate tournament or the

on-campus debate tournament will be an available option for students in this course, but will not be required. May not be taken P-D-F.

200-203 Special Topics in Rhetoric Studies

1-4

Courses in special topics areas within rhetorical studies. Any current offerings follow.

221 Intercollegiate Parliamentary Debate and Speaking Events 2; not offered 2016-17

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. Students may not jointly register for Rhetoric Studies 121, 221, 222. Rhetoric Studies 121 is not a prerequisite. May not be taken P-D-F.

222 Intercollegiate Policy Debate* 2; not offered 2016-17

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 Studies 121, 221, 222. *Topics change yearly. Rhetoric Studies 121 is not a prerequisite. May not be taken P-D-F.

230 Introduction to Rhetoric and Public Culture 4, 4 Fall: Hayes; Spring: Bost

An introduction to the Rhetoric Department, this course examines the role of communication in our contemporary society. We address three core areas: political and legal rhetoric, rhetorics of social justice, and contemporary rhetorical theory. Students evaluate public discourse such as political speeches (from across world regions), print and digital media (e.g., news, documentaries, web campaigns), and institutional advocacy (e.g., propaganda, legal arguments, and policy deliberations). Course requirements include class discussion, an oral presentation, and two short writing assignments. Throughout, students develop two key proficiencies: how to better interpret the diverse communication that surrounds them, and how to become effective and reflective advocates for change in the world.

250 Rhetoric and Gender 4, x Bost

This course examines the ways in which gender-based rhetorical practices – and theories - can and do create, reinforce, adjust and sometimes overcome sex and gender based bias in society. The nature of this bias is addressed as a rhetorical construct that continues to serve as a basis for social, political, and economic conditions of existence for many. In the class, we will critique communication in the media, daily discourse, the law, politics, and in personal experiences. The goal of this examination is to increase awareness of difference and bias in communication based on sex and gender, to challenge theoretical assumptions about what constitutes inequity, to analyze the rhetorical practices that constitute sex and gender, and to offer new perspectives from which to view gender-based rhetorical practices. May be taken for credit towards the Gender Studies major.

255 Persuasion, Agitation, and Social Movements 4, x Patia

This class explores the rhetorical grounds of social interaction with an emphasis on the role of communication in both social continuity and change. The course introduces students to theories and the practice of mass persuasion, propaganda, public advocacy, and social activism. Theories are illustrated through examination of a set of case studies (e.g., civil rights campaigns, environmental politics, grass-roots social movements, and digitally networked global communities). Students evaluate and construct persuasive arguments in both formal and informal settings. By studying the phenomenon of social

movements (broadly defined), we examine how collective identification is created, and how groups are motivated to act in concert, particularly in contexts where communication alone may be insufficient to alleviate injustice.

260 Visual Rhetoric

x, 4 Bost

Visual images saturate our world and have a profound impact on our experience of politics and public life. This course explores the rhetorical role of visual images in American public culture, focusing on the ways in which images function persuasively, construct our understanding of political, social, and cultural discourse, and help constitute particular fields of symbolic action. Students will develop tools for analyzing the rhetorical aspects of historical and contemporary images and artifacts, including photographs, prints, advertisements, public spaces, and memorials. Through extended analyses of specific visual rhetorical practices, students will focus on the ways in which the realm of the visual participates in a number of rhetorical actions including memorialization, governance, confrontation, and commodification. May be taken for credit toward the Film & Media Studies major.

270 Rhetoric, Incarceration, and Civic Engagement

4, 4 Hayes

This course will focus on the links between civic engagement, rhetoric, citizenship, and incarcerated populations. Specifically, hosting at least half of its credit hours within the Walla Walla State Penitentiary, the course will begin with an overview of how incarcerated populations come to be understood as citizens within society, drawing from the work of Michelle Alexander. Additionally, students will generate a topic of local, state, or national importance each semester and will research and prepare a public forum on the topic with students from the Walla Walla State Penitentiary. Assignments include short reflection papers, visits to the Penitentiary for research and presentation workshops with incarcerated students, and number of a public presentation. Course may be taken twice for credit. *Note:* Some course meetings will occur at the Walla Walla Penitentiary. Students must follow all rules and guidelines of the Penitentiary on these visits. All students in the course must submit to, and pass, a criminal background check in order to participate in the course. On the following dates we will meet from 5:45-8:15pm rather than the standard 7:30-10:00pm time: September 28, October 5, October 12, October 19, November 2, November 9, November 16, and November 30. May be repeated for a maximum of eight credits. *Prerequisite:* consent of instructor.

300-303 Special Topics in Rhetoric Studies

1-4

Courses in special topics areas within rhetorical studies. Any current offerings follow.

300 ST: Border Rhetorics: Immigration, Citizenship, and the American Imaginary

x, 4 Patia

Gloria Anzaldúa posits, “*Borders are set up to define the places that are safe and unsafe, to distinguish us from them. A border is a dividing line, a narrow strip along a steep edge. A borderland is a vague and undetermined place created by the emotional residue of an unnatural boundary. It is in a constant state of transition.*” In this course, we will contemplate a few questions related to border discourses. Primarily, how might we understand notions of identity and belonging in an era of increasing global ties and shifting borders? The course will address this pressing question through an examination of the concept of border rhetorics. Borders – both physical, such as the geographical border between the United States and Mexico, and metaphorical, such as the borders that define race or sexual identity – cross our lives every day. Individuals who live at the crossroads of intersecting borders can face tensions as they negotiate simultaneously embodying the identities of “insider” and “outsider.” Within this middle space, what Anzaldúa called “the borderlands,” individuals craft “border rhetorics” that have the power both to resist global systems of power and privilege and to reify the status quo. We will examine different types of border rhetorics through course readings that draw on interdisciplinary theories and scholarship in the areas of rhetorical studies, race and ethnic studies, gender and sexuality studies, critical geography, politics, and history. We will explore theoretical concepts such as citizenship, intersectionality, and border thinking in depth, and illuminate these theories and others through the analysis of discourses around citizenship, immigration, nationality, and empire in the United States. Assignments will include short papers, reflections, oral presentations, discussion participation, and a final analytical paper or short film. May be taken for credit toward the Race and Ethnic Studies major. Distribution area: humanities.

321 Changing the Subject: Judith Butler and Philosophy 4, x Ireland

This course will examine the writings of contemporary philosopher and queer theorist Judith Butler in response to seminal texts from the European philosophical tradition. These texts will include selections from Hegel's *Phenomenology of Spirit*, the "Second Essay" from Nietzsche's *Genealogy of Morals*, Kant's "What is Enlightenment?" as well as Foucault's reply to that essay, and Levinas' "Peace and Proximity." The seminar will focus on, first, the close reading of the primary source philosophical texts, placing those texts into dialogue with Butler's critical interpretation of them. Thematically, it will engage such themes as the constitution of the subject, critique, and the relationship to the Other; methodologically, it will explore Butler's deconstructive and rhetorical style of reading, using it as an exemplar for the theoretical appropriation of traditional philosophical texts. Bi-weekly seminar presentation papers will be required, as well a final presentation and researched paper. The seminar is writing intensive, and emphasizes structured peer feedback. May be elected as Philosophy 321. *Prerequisite:* Philosophy 201, Rhetoric 230, or consent of instructor.

330 The Roots of Rhetoric: Rhetoric in Western Culture x, 4 Bost

Debates over questions of truth versus belief and how to balance emotion, logic, and credibility have found themselves as the center of rhetoric and politics for decades. The very question, "What is rhetoric?," prompts consternation and confusion, dialogue and dissent. Who were the ancient rhetoricians and how did they define the way they used words and argument? What relationships, both positive and negative, did rhetoric forge with philosophy, poetry, historiography, politics and the law? Was rhetoric a skill that could be taught to everyone? This course will begin by investigating the origins of rhetoric in Ancient Greece and follow its transformation in fifth- and fourth-century Athens through close study of the texts of Gorgias, Plato, Aristotle, among others. We will then turn our attention to the art of rhetoric in Ancient Rome from the end of the Republic to Christian late Antiquity through close readings of works by Cicero, among others. Throughout the semester, we will focus on how authors delineated the effects of rhetorical speech as well as on how this special speech transformed perceptions, interpretations, and actions, crafting the earliest notions of rhetorical studies. Course to include a final paper as well as class discussion and participation. This course is open to all students. *Recommended prerequisite:* Rhetoric Studies 230 is advised. May be elected as Classics 371.

341 The Rhetoric of Hip Hop x, 4 Hayes

This course critically explores the impact and influence of hip-hop music and culture on American popular culture, political and social activism, and the global marketplace. The course is designed to introduce students to the history, analysis, and criticism of the messages disseminated through hip-hop culture, its various genres, business models, lyrics, and videos. We will examine the political and artistic foundations of hip-hop as rhetorical modes of communication and the issues presented by the cultural phenomenon including its relationship to issues of race, violence, and gender. We will look at the musical, visual, lyrical, and aesthetic manifestations of hip-hop over the past thirty-five years and their impact on socio-political culture, gender, and race. We will also look at specific cultural aesthetics, discourses, and practices that have given rise to hip-hop's various rhetorical forms. In short, we will ask: what are the discursive boundaries, limits, and possibilities of something we can call "hip-hop"? In doing so, we hope to gain a better understanding of hip-hop as artistic expression and the discursive impact that this phenomenon has had on a generation. Course requirements will include class discussion, a final paper with an oral presentation, and weekly blog posts and/or discussion prompts. May be elected as Sociology 341.

342 The Rhetoric of the 47%: The Social, Political, and Rhetorical Materialism of Class 4; not offered 2016-17

During the 2012 presidential campaign, Governor Mitt Romney was infamously captured on video arguing that 47 percent of the American people are dependent upon government, pay no income tax, and as a result, were not citizens he "should worry about." This course will examine Romney's assertion of the 47%, alongside an understanding of rhetorical materialism, or the ways that rhetoric functions "as a palpable and undeniable social and political force." We will discuss political rhetoric of class, poverty, income inequality, and the material forces that divide socio-economic populations in the United States. In doing so, we will strive to ask: How does an understanding of rhetoric as material illuminate questions of political and social change, particularly in cases of those who are least advantaged? In what ways does discourse work to

shape understandings of class and economic value? Course requirements will include class discussion, a final paper, and weekly blog posts and/or discussion prompts. May be elected as Politics 342.

350 Political Campaign Rhetoric

4, x Hayes

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.

353 The Rhetoric of Civil Rights: From the Courts to the Streets

4; not offered 2016-17

A number of civil rights movements in the United States, including the Black civil rights struggle and the battle for rights within the LGBTQ community, have utilized legal spaces to fight for social justice. In this course, an arc of legal precedents involving civil rights will be explored through a wide range of cases that made their way to the U.S. Supreme Court. Issues such as access to education, housing, and marriage will be discussed, along with considerable discussion dealing with how legal precedent has effected social movements outside of institutions (in “the streets”) for both LGBTQ and Black communities. May be taken for credit toward the Gender Studies major or the Race and Ethnic Studies major.

360 The Rhetoric of Social Protest: Exploring the Arab Spring

4; not offered 2016-17

This course uses a number of moments of social protest throughout the Middle East to introduce students to theories and the practice of mass persuasion, propaganda, public advocacy, and social activism. Theories are illustrated through examination of a set of case studies (e.g., Tunisia, Egypt, Bahrain, and more). By studying the rhetoric(s) of social protest in the context of the Middle East moment now commonly referred to as the “Arab Spring,” this course examines how collective identification is created, and how groups are motivated to act in concert, particularly in contexts where protest is geared to alleviate injustice in a global context. May be elected as Sociology 344. May be taken for credit toward the Race and Ethnic Studies major.

365 Rhetoric of Weapons of the State

4; not offered 2016-17

In the moments after September 11, 2001, the conflicts in Iraq and Afghanistan alongside the increasingly enduring “war on terror” have prompted new discourses of security, transnational alliances, and strategic weaponry. This course will trace the history and discourses of weapons of the state, beginning with discussion of the development of nuclear technology and a rhetorical strategy Edward Schiappa terms “nukespeak.” The course will trace these histories through the current debates over technological innovations in weaponry, specifically pilotless aerial weapons known as drones. In tracing these histories and discourses, we will focus on the following questions: what political discourses and strategies animate new forms of state controlled weaponry? How do these new forms of state weaponry get circulated, discussed, and critiqued? Finally, how do state forms of violence become understood in contrast to forms of violence produced by individuals in the quest for social justice and change? Course requirements include class discussion, a final paper, and weekly blog posts and/or discussion prompts by students. May be elected as Politics 343.

380 Rhetorical Bodies

x, 4 McDermott

This course examines the rhetorical construction of bodies as well as the ways in which bodies are often used rhetorically. In order to carry out this examination, we will apply a variety of critical rhetorical lenses to written and visual texts. We will be particularly concerned with the intersections of social factors such as gender, race, class, sexuality, and disability and the ways in which these intersections are written on our bodies. We will read texts by classical and contemporary theorists and authors, such as Hippocrates, Quintilian, Judith Butler, Kenneth Burke, Patricia Hill Collins, Debra Hawhee, and Robert McCruer. This course will be writing intensive. May be elected as English 377.

387 Rhetorical Criticism**x, 4 Hayes**

Using a variety of critical theories such as Neo-Aristotelian, Textual, Genre, Narrative, Ideology, Gender, Sexuality, Dramatism, Hyperrealism, Power Relations, and Deconstructionism, this course focuses on the analysis of rhetoric in speeches, court opinions, film, writing, television, political debates, and advertisements among many examples of communication. Students give presentations and write papers utilizing these various perspectives. The goal is to prepare students to integrate theory effectively in analyzing rhetoric, writing cogent and organized theses, and participating in the larger intellectual conversation about the significant influence communication has in our lives. Primarily for students majoring in Rhetoric Studies, open to other students only by consent of instructor.

401, 402 Independent Study**1-3, 1-3 Staff**

Individually directed studies in rhetoric culminating in a presentation, paper, or other creation as arranged between the student and professor. *Prerequisite:* consent of instructor.

403-406 Special Topics in Rhetoric Studies**1-4**

Courses in special topics areas within rhetorical studies. Any current offerings follow.

487 Advanced Rhetorical Criticism**4, x Bost**

Advancing student understanding of rhetorical theory, particularly in examining contemporary and post-modern theories of rhetoric and their application to student theses, this course focuses on an advanced analysis of rhetoric. Theorists examined will vary but may include Burke, Zizek, Butler, Lacan, Derrida, Fisher, Cixous, McGee, Cloud, Greene, and Hall and Jamieson. Students work on their theses by interrogating them from the in-depth perspective of the theorists covered in the course. Students also give presentations utilizing these advanced perspectives. The goal of the course is to prepare students to integrate theory effectively in analyzing rhetoric, to participate in the larger intellectual conversation about the significant influence communication has in our lives and to apply various rhetorical theories to students' senior theses projects leading to the writing of cogent and well organized theses. *Prerequisite:* Rhetoric Studies 387, open to other students by consent of instructor. *Recommended prerequisite:* Rhetoric Studies 230.

491 Thesis**4, x Hayes**

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

498 Honors Thesis**4, x Hayes**

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

Courses in science do not automatically count toward distribution requirements, unless specifically noted in the course descriptions below.

380 Special Topics in Science

1-4

Special topics in science include interdisciplinary offerings generally not considered in courses offered by specific departments. The material will vary from semester to semester. Any current offerings follow.

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: Gilbert Mireles
Neal Christopherson
Charles Cleveland
Alissa Cordner

Keith Farrington (*on Sabbatical, 2016-2017*)
Michelle Janning
Helen Kim
Alvaro Santana-Acuña

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.

Distribution: Courses completed in sociology apply to the social sciences and cultural pluralism (selected courses) distribution areas, except for Sociology 208, which may also apply to quantitative analysis.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Understand the discipline of sociology, describe how it differs from and is similar to other social sciences, describe how it contributes to a liberal arts understanding of social reality, define and apply the sociological imagination, sociological principles, and concepts to life. Understand the role of theory in sociology, define, compare, and contrast theoretical orientations, apply theory to social reality, show how theories reflect the historical context of the times and cultures in which they were developed. Define, give examples of, and demonstrate the relevance of culture, social change, socialization, stratification, social structure, institutions, and differences by race/ethnicity, gender, age, and class. Describe significance of variations by race, class, gender, and age, and know how to appropriately generalize or resist generalization across groups.
- **Accessing Academic Community/Resources**
 - Possess technical skills involved in retrieving information and data from the library and internet. Critically assess articles and books used in defining a body of knowledge.
- **Communication**
 - Critically and effectively communicate verbally and in written form.
- **Critical Thinking**
 - Think critically, move easily from recall analysis and application to synthesis and evaluation, identify underlying assumptions in theoretical and methodological orientations, show how patterns of thought and knowledge are directly influenced by political-economic social structures, present opposing viewpoints and alternative hypotheses on various issues.
- **Quantitative Skills**
 - Understand quantitative methods in sociology.
- **Research Experience**
 - Understand the role of evidence and qualitative and quantitative methods in sociology. Design a research study in an area of choice and explain why various decisions were made. Show an understanding and application of principles of ethical practice as a sociologist. Do social scientific writing that accurately conveys data findings.
- **Citizenship**
 - Develop attitudes and predispositions which contribute to effective and responsible leadership, citizenship, and self-growth.

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 consisting 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.

110 Social Problems 4, 4 Santana-Acuña

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 United States, 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, or the systematic study of human group behavior. With a balance between lectures and discussions, the course covers basic sociological theoretical and methodological perspectives, and topics that include socialization, structure, culture, ritual, institutions, inequalities, identities, and social relations. Through reading assignments, exams, papers, and oral presentations, emphasis is placed on integrating conceptual understanding of sociological issues with empirical analysis of familiar social settings. The course is 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. This course is open to first years and sophomores only and others by consent.

127 Religion and Society

4; not offered 2016-17

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. May be elected as Religion 107. Open only to first- and second-year students.

207 Social Research Methods

4, x Corder

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

x, 4 Christopherson

A course designed to complement and expand upon the knowledge gained in Sociology 207, as it introduces the student to the various statistical procedures by which social researchers carry out the quantitative analysis of sociological data. Topics to be addressed in this course include univariate and bivariate descriptive statistics, statistical inference, and techniques of multivariate analysis. The goals of this course are to instill within the student an understanding of these procedures at both the conceptual and practical levels, and to teach the student how to utilize these procedures using computer software packages. This course is particularly recommended for any student who is (a) contemplating writing a senior thesis involving the collection and quantitative analysis of original empirical data, and/or (b) considering the possibility of pursuing graduate study in the social sciences. *Prerequisite:* Sociology 207 or consent of instructor.

209 Sociology of Health and Illness

4; not offered 2016-17

This course provides an introduction to the sociology of health and illness, also known as medical sociology. It examines the distribution and experience of health and illness, and explores how the health care system, health experiences, and health inequalities are shaped by social, cultural, political, and economic factors. The course will introduce sociological perspectives on health and disease, and focus on understanding illness trends and experiences in social and historical

context. Topics covered include: the illness experience; doctor-patient relationships; hierarchies within the health care sector; the social construction of medicine; the impact of food, occupations, and the environment on health; disparities in health outcomes and health care access; ethics in medicine; health social movements; and health care policy.

220 Latin@s in the United States

4, x Mireles

This course provides an introduction to the social scientific study of Latina/os in American society. Major social, political, and economic trends will be discussed in historical and contemporary contexts. The course will focus on issues related to immigration and transnationalism, ethnicity and identity, gender and sexuality, and socioeconomic status and labor market participation. Course readings will focus primarily on the Cuban, Puerto Rican, and Mexican descent populations; however we will also consider other groups in the heterogeneous Latin@ community. Students will be evaluated on class participation, a midterm and final exam, and a short research paper.

229 Environmental Sociology

4, x Corder

How is the environment shaped by society, and how is society shaped by the environment? Who controls access to environmental resources, and who is impacted by environmental hazards? How is “nature” defined, and what role do societies have in that definition? This course addresses these and other questions, and provides an overview of the central debates in environmental sociology. We will explore current environmental topics from a sociological perspective, focusing on interactions between human societies and the natural environment. At the end of the course, students will be able to describe key theories in environmental sociology, explain how environmental sociologists look at issues like technological innovation and population stresses on resources, and apply these key theories to a variety of contemporary environmental problems. The course will include lectures, in-class discussions and assignments, papers, and applied research projects and exams.

230 Social Psychology

4; not offered 2016-17

This course provides students with an introduction to the field of social psychology, specifically from the perspective of the discipline of sociology. It will point out how the sociological conception of social psychology is both similar to and different from the complementary psychological view, methodologically, theoretically and substantively. In addition to looking at the historical development of the discipline of social psychology during the 20th century, this course will focus upon some of its major emphases and subtopics at present: e.g., the cognitive processes which allow humans to perceive, organize and make general sense of the world in which we live; the development, internalization and social consequences of language, symbols and culture; the ways in which social reality is socially constructed by individuals and groups; the sources of and pressures toward conformity; sources of persuasion and influence in the social world; sources and manifestations of personal and group identity; social deviance, labeling and stigmatization; and the impact of gender, age, race and ethnicity upon basic social psychological phenomena. Emphasis in this class will be placed upon increasing awareness of oneself as a social being who both uses and is affected by others' use of the social psychological processes which we will discuss. A laboratory weekend is required of all students. *Prerequisite:* no fewer than three credits in sociology and/or psychology, or consent of instructor.

250 Latinos in US Politics and Society

4; not offered 2016-17

This corequisite course to Politics/Sociology 318 enables students in that course to put their community-based research projects in critical context by examining the political and social experiences of Latinos in the United States. We read critical theories of race and ethnicity to explore the meaning of these concepts as well as the features and effects of racial and cultural forms of power. We consider how these types of power operate in the local and regional problems students are researching, and in turn gain critical insight on theory by considering these problems. We also place the contemporary circumstances of Latinos, especially those in our geographic region on which the research focuses, in historical perspective, with attention to the legacies of colonization, the uncertain position of Latinos in a predominantly Black/white racial order, and the politics of immigration reform. We also study how Latinos have struggled to challenge domination and enhance democracy through labor movements, women's organizing, the Chicano Movement, electoral politics, and immigrant justice activism. May be elected as Politics 250. *Corequisite:* Politics 318 or Sociology 318.

257 Sociology of the Family
x, 4 Janning

A sociological investigation of the modern family. This course will consider the unique position which the family occupies within the larger society, and the particular patterns of social interaction which typically characterize individual family units. Specific topics which will be looked at in some depth include: 1) the reciprocal relationships between the family institution and other aspects of modern society; 2) the various stages of the family life cycle; 3) the structural positions of men and women, both within the family and in society more generally; and 4) the stresses, problems, and conflicts which often develop within and affect families in various ways. In considering these and other topics, particular emphasis will be placed upon the various theoretical perspectives which have informed the work of family scholars in recent years. This course is open to all students, but previous coursework 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; not offered 2016-17

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 coursework 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.

269 The Sociology of Prisons and Punishment
4; not offered 2016-17

This course will provide 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 facilities 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 are located in eastern Washington and Oregon.

271 Asian Americans in Contemporary Society
4; not offered 2016-17

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 microsociological 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 coursework in sociology or a related field is strongly advised. Offered every other year.

279 Sociology of Education

4; not offered 2016-17

A sociological investigation of education in society, including historical and comparative perspectives. Students will understand and apply fundamental social scientific theoretical and methodological approaches to studying education, with emphasis on early learning, K-12 education, and higher education. Topics include inequality, teacher/student/administrator experience, peer culture and cultural constructions of childhood and adolescence, learning abilities, school types, education reform, and intersections between education and other social institutions such as family, government, and media. Students will complete applied research projects and exams.

287 Sociology of the Body

4; not offered 2016-17

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. Two 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 2016-17

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. Any current offerings follow.

318 Community-Based Research as Democratic Practice I

4; not offered 2016-17

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. Projects typically contribute to Whitman's research on "The State of the State for Washington Latinos." 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. Students typically work in research teams with peers and begin to write their reports collaboratively. The course also prepares students to communicate publicly about their research findings and recommendations. In all these ways, the research provides a concrete experience in the practices of democracy. May be elected as Politics 318. *Corequisite*: Politics 250 or Sociology 250.

329 Environmental Health

4; not offered 2016-17

Environmental health issues are inherently interdisciplinary. This seminar-style course will examine how the natural, built, and social environments impact human and environmental health outcomes. The course will draw on research articles, theoretical discussions, and empirical examples from fields including toxicology, exposure science, environmental chemistry, epidemiology, sociology, history, policy studies, and fiction. Particular attention will be paid to the use of science to develop regulation, the role of social movements in identifying environmental health problems, and inequalities associated with environmental exposures. This course will be reading, discussion, and writing intensive. May be elected as Environmental Studies 329, but must be elected as Environmental Studies 329 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisites*: Environmental Studies 120 and 207.

337 Seminar in Cultural Sociology

4; not offered 2016-17

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.

341 The Rhetoric of Hip Hop

x, 4 Hayes

This course critically explores the impact and influence of hip-hop music and culture on American popular culture, political and social activism, and the global marketplace. The course is designed to introduce students to the history, analysis, and criticism of the messages disseminated through hip-hop culture, its various genres, business models, lyrics, and videos. We will examine the political and artistic foundations of hip-hop as rhetorical modes of communication and the issues presented by the cultural phenomenon including its relationship to issues of race, violence, and gender. We will look at the musical, visual, lyrical, and aesthetic manifestations of hip-hop over the past thirty-five years and their impact on socio-political culture, gender, and race. We will also look at specific cultural aesthetics, discourses, and practices that have given rise to hip-hop's various rhetorical forms. In short, we will ask: what are the discursive boundaries, limits, and possibilities of something we can call "hip-hop"? In doing so, we hope to gain a better understanding of hip-hop as artistic expression and the discursive impact that this phenomenon has had on a generation. Course requirements will include class discussion, a final paper with an oral presentation, and weekly blog posts and/or discussion prompts. May be elected as Rhetoric Studies 341.

344 The Rhetoric of Social Protest: Exploring the Arab Spring**4; not offered 2016-17**

This course uses a number of moments of social protest throughout the Middle East to introduce students to theories and the practice of mass persuasion, propaganda, public advocacy, and social activism. Theories are illustrated through examination of a set of case studies (e.g., Tunisia, Egypt, Bahrain, and more). By studying the rhetoric(s) of social protest in the context of the Middle East moment now commonly referred to as the "Arab Spring," this course examines how collective identification is created, and how groups are motivated to act in concert, particularly in contexts where protest is geared to alleviate injustice in a global context. May be elected as Rhetoric Studies 360. May be taken for credit toward the Race and Ethnic Studies major.

348 Technology and Society**4; not offered 2016-17**

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**4; not offered 2016-17**

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. Open to declared sociology and environmental studies majors and others by consent of instructor.

353 Environmental Justice**x, 4 Corder**

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, but must be elected as Environmental Studies 353 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisite:* prior coursework in Sociology or Environmental Studies 120 or consent of instructor.

360 The Sociology of Everyday Life**4; not offered 2016-17**

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 Santana-Acuña**

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 Social Theory: A Textural and Visual Approach**x, 4 Santana-Acuña**

Using a hands-on approach, this course introduces students to key thinkers, ideas, concepts, and concerns that are part of contemporary social theory since World War II. This course acknowledges the interdisciplinary nature of contemporary social theory. Students will be exposed to theories in the following disciplines: sociology, history, anthropology, economics, political science, and philosophy; and in the following subfields: cultural analysis, gender and feminism, race and ethnicity, global studies, post-colonialism, science studies, environmental studies, and post-humanism. Along with close textual analysis, taking advantage of on-line visual materials, students will also watch theorists at work in lectures, interviews, and debates.

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. *Prerequisite:* prior sociology course.

381, 382 Independent Study**1-4, 1-4 Staff**

Reading and/or research in an area of sociology of interest to the student, under the supervision of a faculty member. A maximum of six credits may count towards the major. Default of standard grading but can be graded credit/no credit if and when agreed upon by the professor and student, however, courses graded credit/no credit cannot count towards the major. *Prerequisite:* consent of instructor.

393 Special Topics in Sociology: Upper Level**1-4**

An advanced course designed to review selected topics in sociology through lectures, seminars, or group research projects. Any current offerings follow.

393 ST: Sociology of Disasters**x, 4 Corder**

This course offers an in-depth exploration of the sociology of disasters. Though they are often thought of as being either natural or technological in nature, disasters are fundamentally social in nature. Furthermore, the impacts of disasters are unequally distributed. This course will examine a number of specific disaster cases, including weather-related disasters, technological hazards, terrorism, and the impacts of climate change. It will also focus on a number of social science theories of disaster response and social vulnerability. The course will pay specific attention to the following topics: community vulnerability, response, and resilience; disaster risk perception and preparation; impacts of disasters on vulnerable social groups; community disruption and social change after disasters occur; and the geographic and temporal scales at which disasters occur. Distribution area: social science.

407, 408 Seminar**4**

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

490 Current Issues in Sociology**2, x Corder, Janning, H. Kim, Mireles, Santana-Acuña**

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 367.

492 Thesis**x, 2 or 4 Corder, Janning, H. Kim, Mireles, Santana-Acuña**

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, 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 Corder, Janning, H. Kim, Mireles, Santana-Acuña**

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 also must 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, Fall 2016: Nicholas Parmley

Chair, Spring 2017: Carlos Vargas-Salgado (*on Sabbatical, Fall 2016*)

Janis Breckenridge

Maria Fellie

Nelly Pilares-Manrique

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 placement 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.

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Obtain fluency in the Spanish language (in reading, writing, speaking, and listening). Acquire an intellectually sophisticated understanding of important themes, styles, genres, periods, and issues in Peninsular Spanish, Latin American, and U.S. Latina and Latino literary, poetic, dramatic, cinematic, visual and performative cultural production. Acquire a critical and nuanced understanding of Spanish, Latin American, and U.S. Latina and Latino cultures, traditions, and peoples.
- **Communication**
 - Develop analytical, writing, and creative skills. Present individual and critical perspectives, concepts, readings, theories, and analyses academically.
- **Critical Thinking**
 - Develop individual and original critical perspectives, concepts, theories, and analyses.
- **After College**
 - Pursue intellectual curiosity and original research related to the discipline after graduating from Whitman.

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 four courses: Spanish 341, 342, 343, 344;

At least 22 additional credits to fulfill the following six 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, film and media 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 four courses: Spanish 341, 342, 343, 344; 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:

- I. Three Latin American history courses, of which a minimum of eight credits must be completed at Whitman, and none of these credits may be taken P-D-F or as independent study.
- II. Eight credits from among the following supporting courses: Anthropology 250, 259, History 283, 287, 382, 384, 387, 389, 495, Spanish 411, 437, 449, 457, and World Literature 387-390, 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.

Note: Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after the major or minor has been declared. Courses numbered 206 and below (or equivalent) will not count toward the major grade-point average in Spanish.

105, 106 Elementary Spanish

4; not offered 2016-17

An introductory language course taught principally in Spanish for students that have had little or no formal contact with the language. Students will learn grammatical structures and vocabulary to facilitate discussion of topics relating to daily life including friends, family, leisure activities, work, food culture, etc. through the study of culturally specific texts and situations. Evaluation includes participation, homework, quizzes, exams and conversation groups. Students with any previous coursework in Spanish are required to take the Spanish placement exam before registering. This course is open only to first- and second-year students; other students by consent of instructor.

108 Introductory Spanish

x, 4 Staff

In this one semester introductory language course students will learn grammatical structures and vocabulary to facilitate discussion of topics relating to daily life including friends, family, leisure activities, work, food culture, etc. through the study of culturally specific texts and situations. Evaluation includes participation, homework, quizzes, exams and conversation groups. Students with any previous coursework in Spanish are required to take the 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 Pilares-Manrique

An intermediate language course focusing on grammar, oral communication skills and the critical analysis of culturally specific media, including films and short literary works from various Hispanic contexts and traditions. Evaluation may include weekly readings and compositions, grammatical exercises, role plays, spontaneous oral production and active

classroom participation. Weekly conversation groups with the Language Assistant are required. Course taught in Spanish. *Prerequisite:* Spanish 106 or 108. Students who have not taken Spanish at Whitman previously are required to take the 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 Fall: Fellie; Spring: Staff

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. Course taught in Spanish. *Prerequisite:* Students who have not taken Spanish at Whitman previously are required to take the Spanish placement exam before registering. 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 x, 4 Breckenridge

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. A weekly film screening may be a component of the course. Course taught in Spanish. *Prerequisite:* 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 2016-17

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. *Prerequisite:* 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, x Fellie

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. *Prerequisite:* 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 2016-17

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. *Prerequisite:* 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: Theatre/Performance
x, 4 Vargas-Salgado**

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 film, digital media, drama, and performance art. Course taught in Spanish.

Prerequisite: 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, 343, and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

**342 Critical Thinking and Academic Writing: Lyric/Verse
4, 4 Parmley**

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 lyric poetry, rhymed prose and music. Course taught in Spanish. *Prerequisite:* 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, 343, and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

**343 Critical Thinking and Academic Writing: Fiction/Essay/Literary Criticism
4; not offered 2016-17**

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.

Prerequisite: 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, 343, and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

**344 Critical Thinking and Academic Writing: Visual Literacies
4, x Breckenridge**

Reading, analysis, and discussion of representative visual 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 photography, art, film and graphic novels. Course taught in Spanish. *Prerequisite:* 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, 343 and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

**405 (Neo) Baroque Perspectives: Aesthetics of Deconstruction
4; not offered 2016-17**

This course provides an overview of salient religio-historical, literary and cultural issues surrounding the Baroque period in the Iberian Peninsula (16th and 17th centuries) and the “Neo-Baroque” in Latin America (Colonial to 20th century). José Antonio Maravall defines the Baroque as a period concept (specifically the 17th century in Europe), while others dehistoricize (Eugenio D’Ors) or tie the concept closely to Latin American art and life (Carpentier). Lezama Lima views it as a “condición americana.” The last several decades have witnessed the re-appropriation of the Baroque in novels, essays and poems; painting, sculpture and architecture. A prevalent view is that “the symbolic productions of the art and discourse of the Spanish Baroque contain within themselves the seed of its de-authorization, the seeds of a deconstruction.” This course explores the shared aesthetic of deconstruction through a critical analysis of Iberian and Latin American literary and cultural production. May be applied toward the Peninsular or Latin American literature requirement. Courses taught in Spanish. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

411 Desperate Housewives: Feminism in Latin American Fiction**4; not offered 2016-17**

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 sociohistoric, 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. May be taken for credit toward the Gender Studies major. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

426 Inventing Spain: Nationalisms and Pluralism in Modern Spain**4; not offered 2016-17**

How does a country constitute itself? What texts are considered foundational in the canon of national self-understanding? How do literature and the arts engage with nation-building? What are the "threats" to the nationalist project? This course draws from classic texts that seek to define Spain, Catalonia and the Basque country. The course will start with ideas of national unity and then we will consider the place of pluralism, multilingualism, and migration in contemporary Spain. We will read a variety of texts such as essays, novels, poems and autobiographical writing by canonical Spanish writers such as Miguel de Unamuno, Ortega y Gasset, Ángel Ganivet, Juan Goytisolo, as well as by Catalan and Basque authors that might include Joan Maragall, Juan Juaristi or Najat El Hachmi. We will pay special attention to monolingualism and plurilingualism, immigration, gender, cultural diversity and pluralism, nationalism and melancholia. Evaluation will be based upon class participation, oral presentations, written essays and a final research project. Course taught in Spanish. Satisfies the 400 level requirement for the Spanish minor. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

427 Sex at the Movies: Gender and Sexuality in Spanish Film**4; not offered 2016-17**

This course explores persistent and changing notions of gender and sexuality in Spanish, Catalan and Basque cinemas, paying special attention to how ideas of gender and sexuality contribute to shaping national and regional identities in Spain. We will analyze the works of filmmakers such as Pedro Almodóvar, Bigas Luna, Julio Medem and Icíar Bollaín. Students will study film and gender theories of Laura Mulvey and Judith Butler, among others. Topics include the construction of masculinity and femininity, gender violence, queer desire, transvestism, and sexual liberation. Historical contexts under study include the Spanish Civil War and Franco's dictatorship, Spain's transition to democracy and its entrance to the European Union as well as the current economic crisis. Evaluation will be based on class participation, oral presentations, response papers and a final research project. A weekly film screening may be a component of the course. Course taught in Spanish. May be applied toward the Peninsular literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Satisfies the 400 level requirement for the Spanish minor. May be taken for credit toward the Gender Studies major. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

428 Tourism, Otherness and Desire in the Spanish Speaking World**4; not offered 2016-17**

This course focuses on tourism in the Hispanic Caribbean and the Spanish coast and islands of the Mediterranean. Through these two areas of the Spanish-speaking world that have attracted large number of tourists since the 1960s, students will explore the construction and challenges of national and regional identities, as well as how gender norms, national stereotypes, racial, economic and cultural differences are constructed and questioned in literature, photography and film. We will engage with theoretical texts and examine images of tourists and locals in autobiographical works, novels, films, photographs, publicity posters, as well as through government and social initiatives. Readings and films might include writings by Zoe Valdés, Ana Lydia Vega, and movies such as Israel Cárdenas and Laura Amelia Guzmán's *Dólares de arena* together with writings by Juan Goytisolo, Balletbò-Coll's film *Costa Brava*, and Mark Javierre-Kohan's photography projects. Evaluation will be based upon class participation, oral presentations, written essays and a final research project. Course taught in Spanish. A weekly film screening may be a component of the course. May be applied toward the Latin American Literature requirement, Peninsular literature requirement, or the film/theater requirement for the major in Spanish

literatures and cultures. Satisfies the 400 level requirement for the Spanish minor. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

**430 Tri-Cultural Spain: Islam, Judaism and Christianity on the Iberian Peninsula (632-1492)
4; not offered 2016-17**

Why is the Andalusia period considered a “golden age” of Islamic civilization? How was Iberian identity molded by this period of Muslim control? And, consequently, how did it mediate the way in which the inhabitants of the Peninsula confronted and interacted with various religious, linguistic and ethnic communities? Beginning with the overthrow of the damascene Umayyad in 750 CE and culminating in the fall of Muslim Granada in 1492, this course examines the three dominant cultures of the Iberian Peninsula: Muslim, Christian and Jew. Readings include historical, religious, political and literary studies of medieval and early modern Iberia and North Africa. Historiographies, travel narratives, wine/garden songs, Inquisition records, theological treatises and epic poetry may be incorporated. This course satisfies the Peninsular requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

**431 (Re)Conquistadores: How Medieval Iberian Imperialism Shaped Spanish American Colonialism
x, 4 Parmley**

With the fall of Granada in 1492, the so-called “Reconquest” of the Iberian Peninsula had geographically come to an end. With a defunct crusading model and all attempts to conquer the Muslim lands of Northern Africa having been met with staunch resistance, the Spanish Crown was now forced to consider what to do with the political war machine and massive standing army it developed throughout the Reconquest. In response, Spain looked west. Beginning with an investigation of the rhetoric of Crusading and Reconquest, this course investigates how the project of medieval and early modern Spanish imperialism throughout the Iberian Peninsula and the broader Mediterranean space might have shaped the ideology of Spanish American colonialism, which stretched across the Atlantic Ocean and Caribbean Sea to the Philippine Islands of the Asian Pacific. Texts may include chronicles, essays, memoirs, epistolary exchanges, narrative and poetry. Authors may include Cabeza de Vaca, Bartolomé de las Casas, Colón, Cortés, Díaz del Castillo, El Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, Rodríguez Freile, Sepúlveda, and Cervantes. Course taught in Spanish. May be applied toward the Latin American Literature requirement or the Peninsular literature requirement for the major in Spanish literatures and cultures. Satisfies the 400 level requirement for the Spanish minor. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

**432 The Tragic History of the Sea: Tales of Seafaring, Shipwreck and Piracy in Medieval and Early
Modern Iberian and Mediterranean Poetry and Prose
4; not offered 2016-17**

In this course, we will investigate medieval and early modern Iberian cultural production from a Mediterranean perspective. In particular, we will consider the way in which Iberia as a space of cultural, linguistic, and confessional multiplicity is emblematic of the broader complexity of the Mediterranean, a space where difference and change are in constant negotiation. Through a matrix of genres and media, we will investigate not only how the Mediterranean can be “mapped” as place, but how it is conceived and imagined as a shared and dynamic space of exchange and contact. To this end, we will consider four specific categories of inquiry: Travel and Seafaring, Languages and Literatures, Conflict and Empire, and Fluid Identities. This course satisfies the Peninsular literature requirement for the major in Spanish literatures and cultures. Course taught in Spanish. May be applied toward the Peninsular literature requirement for the major in Spanish literatures and cultures. Satisfies the 400 level requirement for the Spanish minor. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

**444 Decolonial Strategies in Latin(o) America
4; not offered 2016-17**

This course discusses the intellectual and artistic contributions of thinkers, activists and artists in the context of Latin American culture from Spanish colonization. The course starts with discussion of cultural liberation thought initiated after the Spanish Conquest (Inca Garcilaso, Guaman Poma, Espinosa Medrano). There will be emphasis on the persistence of a *colonial matrix of power* (Mariátegui, Fanon, Dussel, Quijano) that has been discussed through Liberation Theology, Philosophy of Liberation, Heterogeneity, Hybridization, Decolonization, as well as fictional works, performances, manifestos. A special section of this class is reserved to study thinkers/artists emerged as part of Latin American diaspora in

the United States (Anzaldúa, Mignolo, Grosfoguel, Gómez Peña). This course satisfies either 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. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

445 Theater for Social Change in Latin America: Theories and Practices x, 4 Vargas-Salgado

The course offers a comprehensive look at the rich tradition of alternative theater in several countries of Latin America, especially after the decade of the 70s. This alternative theater showed unique characteristics: using "collective creation" dramaturgy (similar to current "devised theater"), strong political commitment and social activism (influenced by Brecht and Piscator), and the direct influence of European avant-garde theater (Grotowski, Barba). Also, the Latin American popular theater exhibited a singular interest in theorizing its foundations, particularly through the writings of Augusto Boal (Teatro Arena, *Theater of the Oppressed*), in Brazil, and Santiago Garcia (*Theorizing Collective Creation*) in Colombia, as well as plays by iconic groups such as Yuyachkani (Peru), Teatro Experimental de Cali. La Candelaria (Columbia) Malayerba (Ecuador), Gran Circo Teatro (Chile) among others. This class provides students a direct learning experience of Latin American theater through the exploration of tools for producing a short play in Spanish. This class may include a production in Spanish for the community of Walla Walla. Course conducted in Spanish. May be applied toward the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. Satisfies the 400 level requirement for the Spanish minor. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

446 Indigenous Performativity in the Andes 4; not offered 2016-17

Based on the work of cultural critics on the Andean world (Cornejo Polar, Flores Galindo, Kusch, Reinaga, Rama) this class explores non-written cultural artifacts which explore community memory, particularly through dances, popular and religious *Fiestas*, performance art, popular storytelling, popular and community-based theater, in the context of various countries such as Argentina, Chile, Bolivia, Peru, Ecuador. A special section is devoted to the literature of the Andean *indigenismo* (Alegría, Arguedas, Icaza, Scorza, Colchado) and its relationship with the performativity of culture through the insertion of the Andes into the so-called *lettered city* (Rama). This course satisfies either the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

448 Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina x, 4 Breckenridge and Charlip

This interdisciplinary class crosses the borders of history and literature, considering the genres of literature, testimony, oral history, and visual representation as ways of knowing. The focus will be on the late twentieth-century dictatorships of Guatemala and Argentina. While both countries are in Latin America, they are dramatically different: Guatemala is a poor, underdeveloped nation with a majority indigenous population, while Argentina is more highly developed and prides itself on a majority European population. Yet both countries were ruled by dictatorships that carried out gruesome torture against their own citizens. The class questions how and why these dictatorships came to power and were able to operate with impunity. We will also explore how the history of the period can be known and its horrors expressed in meaningful ways. Readings include theoretical approaches regarding testimony and oral history as methods, truth commission reports, memoirs, fictionalized accounts, and filmic representations. Course taught in English. May be elected as History 313. Course may count toward the Latin America geographical area, and the Comparisons and Encounters major requirement in History, but must be taken as History 313 for it to apply toward the major in History. This course satisfies the Latin American literature requirement or the film/theater requirement for the major in Spanish literatures and cultures. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

449 The Persistence of Memory: Cultural Representations of Argentina's "Guerra Sucia" 4; not offered 2016-17

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. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

457 Magical Realism
4, x Pilares-Manrique

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. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

458 Visual Voices/Voces visuales: Hispanic Graphic Narrative
4, x Breckenridge

Graphic novels and comics (*novelas gráficas, historietas, tebeos, cómics*) maintain a rich literary tradition and strong popular appeal in Spain, Latin America, and Latino/a communities. We will study the relationship of text and image, visual composition, the impact of genre (conventions, limitations, expectations), and the nature of adaptations across media, particularly film. Thematic topics may include fantasy and the imagination, identity politics (gender, sexuality, and representations of queer/transgender identity), border issues and immigration, aging and illness, and social justice issues such as poverty, discrimination, homelessness, war, and human rights. Possible authors to be read: Carlos Gimenez, Lalo Alcáez, Jaime and Gilbert Hernández, Paco Roca, Maitena, Miguelanxo Prado, Oesterheld, and Quino, among others. Evaluation will be based upon class participation, an oral presentation, written essays/responses throughout the semester, and a final research project. This course satisfies the Latin American literature requirement, the Peninsular requirement, or the Film/Theatre requirement for the major in Spanish literatures and cultures. It also satisfies the 400 level literature requirement for the Spanish minor. Course taught in Spanish. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

459 Visual Memory/Memorias visuales
4; not offered 2016-17

This course examines the roles of graphic novels, film, photography and/or other visual media in creating and preserving collective memory in Spain and Latin America. We explore how nations can be reimagined, recreated and redefined through popular culture and artistic works following periods of social, economic and/or political upheaval. Historical contexts under study may include the Spanish Civil War; dictatorships and transitions to democracy, particularly Argentina's "*guerra sucia*"; and Latin American revolutions. Possible authors, directors and artists may include Carlos Giménez, Paco Roca, Guillermo del Toro, Robert Capa, Alberto Breccia, Eduardo Risso, Daniel Bustamante, Marco Bechis, Marcelo Brodsky and Susan Meiselas, among others. Evaluation will be based upon class participation, oral presentations, written essays and a final research project. This course satisfies the Latin American literature requirement, Peninsular literature requirement, or the film/theater requirement for the major in Spanish literatures and cultures. Course taught in Spanish. *Prerequisite:* Spanish 341, 342, 343, or 344, 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. Any current offerings follow.

469 Anti/Fictions: Metafiction in Hispanic Fiction and Film
4; not offered 2016-17

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. *Prerequisite:* Spanish 341, 342, 343, or 344, 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. Any current offerings follow.

477 Staging Memory & Cultural Identities: Performative Discourses in the Contemporary Hispanic World

4; not offered 2016-17

This seminar presents performative pieces that draw on elements of recent history across the Hispanic world. Such works can be understood as invitations to discuss historical issues—particularly memory of violent acts—as well as cultural identities at stake in global societies. Using performance studies and theatricality theories, this class analyzes works by contemporary Spanish (Sanchis Sinisterra, La Zaranda, Belbel), Latin American (Boal, La Candelaria, Yuyachkani, Ariel Dorfman) and US Latino/a (Gómez Peña, Tanya Saracho, Luis Valdez) authors and companies. 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. *Prerequisite:* Spanish 341, 342, 343, or 344, or consent of instructor.

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. Course taught in Spanish. Required of and open only to senior Spanish majors. Offered every fall.

490 Senior Seminar: English v. Spanish

4, x Parmley

This seminar will introduce students to relevant theory and research methodologies in Spanish, Latin American, and U.S. Latina and Latino 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. Course taught in Spanish. 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
Eric Bridgeland
John Eckel

Michelle Ferenz
John Hein
Brian Kitamura

Skip Molitor
Jeff Northam
Scott Shields

Adjunct Instructors:
Jose Cedeño
Stuart Chapin
Laura Cummings
Nathan Fry
Michele Hanford

Peter McClure
Matthew Helm
Allison Keppel
Casey Kushiyama
Rebecca Marton
Amy Molitor
Kelli Pitzer

Thomas Richards
Alicia Riley
Kathryn Robinson
Brien Sheedy
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. Activity courses are one credit unless otherwise noted.

Individual Fitness Activities

- 100 Beginning Weight Training F,S
- 101 Beginning Aerobic Conditioning..... F,S
- 102 Jogging F,S
- 103 Sport Yoga F,S
- 104 Beginning Yoga F,S
- 105 Beginning Speed and Agility Training ... F,S
- 123 Pilates F,S
- 125 Walk-Fit (*instructor consent required*) ... F,S
- 201 Intermediate Total Body Conditioningx,x

Outdoor Skills Activities

- 127 Beginning Fly Fishing (*Fee: \$75*)x,x
- 137 Beginning Indoor Rock Climbing
(*Fee: \$140 - no trip required*) F,S
- 138 Rock Climbing (*Fee:*
\$165 - trip required) F,S
- 142 Wilderness Skills (*Fee: \$75*) F,x
- 226 Glacier Mountaineering (*Fee: \$500*) F,x
- 237 Intermediate Indoor Rock Climbing
(*Fee: \$140 - no trip required*) F,S
- 202 Intermediate Weight Training F,S
- 204 Intermediate Yoga F,S
- 205 Advanced Speed and Agility Training F,S

Individual Sports

- 117 Beginning Golf (*Fee: \$100*) F,S
- 121 Triathlon Sports x,S

- 217 Intermediate Golf (*Fee: \$100*) x,S

Dual Activities

- 110 Beginning Tennis F,S
- 111 Beginning Racquetball F,x
- 131 Badminton x, x
- 210 Intermediate Tennis F,S
- 211 Intermediate Racquetball x,S

Winter Sports

- 112 Beginning Skiing (*Fee: \$290*) x,S
- 114 Beginning Snowboarding (*Fee: \$290*) x,S
- 115 Beginning Telemark Skiing (*Fee: \$340*) . x,x
- 212 Intermediate Skiing (*Fee: \$290*) x,S
- 214 Intermediate Snowboarding
(*Fee: \$290*) x,S
- 312 Advanced Skiing (*Fee: \$290*) x,S
- 314 Advanced Snowboarding (*Fee: \$290*)x,S
- 238 Intermediate Rock Climbing
(*Fee: \$165 - trip required*)F,S
- 250 Intermediate Kayaking (*Fee: \$200*) x,S
- 350 Advanced Kayaking (*Fee: \$290*) x,x

Aquatics

- 130 Swimming F,S
- 230 Advanced Swimming & Conditioning F,S

Team Sports

- 150 Soccer F,x
- 151 Beginning Volleyball F, x

Intercollegiate Sports (for varsity athletes only)

252 Intercollegiate Cross Country	F,x	259 Intercollegiate Basketball (women)	x,S
253 Intercollegiate Soccer (men)	F,x	260 Intercollegiate Golf (men).....	x,S
254 Intercollegiate Soccer (women)	F,x	261 Intercollegiate Golf (women)	x,S
255 Intercollegiate Volleyball	F,x	263 Intercollegiate Tennis (women)	x,S
256 Intercollegiate Swimming	x,S	264 Intercollegiate Tennis (men)	x,S
257 Intercollegiate Baseball.....	x,S	266 Intercollegiate Lacrosse(women)	x,S
258 Intercollegiate Basketball (men)	x,S		

108 Beginning Basketball

1, 1 Kushiyama

This class is a basketball activity class with some classroom instruction. The course is designed for individuals interested in developing their basketball skills through individual instruction and group participation. Students will participate in daily physical activity and will develop their basketball knowledge through classroom instruction about the rules and strategies of basketball. May be repeated for a maximum of two credits. Graded credit/no credit.

140 Beginning Whitewater Kayaking

1, 1 Fall: Chapin and Sheedy; Spring: Chapin and Sheedy, Riley

A course designed for individuals interested in receiving an introduction to the sport of whitewater kayaking. The skills covered will be mostly pool-based, and will include basic kayak strokes, self-rescue methods, and basic risk management in a whitewater setting. The course will include a mandatory, full weekend field trip to a local river with class I-III rapids. Students should feel comfortable in water and with swimming while wearing a life jacket. Graded credit/no credit. *Fee:* \$180.

171 Introduction to Fitness

1, x Hanford

This class is an exercise activity class but also includes some classroom participation. The course is an overview of physical fitness examining relevant theory and experiences pertaining to fitness conditioning with attention given to the phases of physical conditioning, injury prevention, basic nutrition guidelines, reading and writing program prescriptions, proper use of fitness equipment as well as gym etiquette. Participants should be prepared to exercise and move as well as write in their fitness journals. Graded credit/no credit.

242 Wilderness First Responder

x, 2 Riley and 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:* \$625.

244 Swift Water Rescue

1; not offered 2016-17

The course is intended for guides, recreational kayakers and rafters and other river professionals. This course will combine skills from Lifeguard training, kayak instructor training, raft guide training and skills outlined by the ACA (American Canoe Association) and NOLS (National Outdoor Leadership school). The goal is to foster increased safety through the development of skills, knowledge and experience. This course will create a theoretical and practical experience that will enable boaters to be better prepared and equipped as a rescuer in the swift water environment. Classroom sessions will be complemented by practical "on water" exercises. The course will focus on throw ropes, safety vests, foot entrapment/vertical pin scenarios, knots, anchors, mechanical advantage systems (i.e. z-drags and pig rigs), the reach system, as well as wading rescues, boat based rescue (kayak/raft), and other related theories and ideas. Graded credit/no credit. *Fee:* \$290.

248 Climbing Wall Instructor**1, 1 Sheedy**

This 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:* \$170.

265 Climbing Movement and Technique**1, 1 Sheedy**

This course is intended for current climbers interested in improving their movement skills and technique. This course will have a heavy bouldering and movement emphasis but will do some roped climbing as well. Attention will be given to both footwork and hand and arm techniques. Advanced movement skills such as crack climbing, off width technique, knee bars, drop knee, flagging, monkey hangs, and much, much more will be covered along with taping and injury prevention techniques. Graded credit/no credit. *Prerequisite:* SSRA 137, 138, 237, 238, or 248, or instructor consent. *Fee:* \$140.

267 Climbing Training and Route Setting**1, 1 Sheedy**

This course is intended for climbers interested in learning how to train more effectively for personal climbing and/or competitions in addition to learning how to do effective route setting. There is a lot to good route setting and this course will cover risk management and safety concerns with route setting along with artistic elements. This course will have a heavy bouldering and movement emphasis but will do some roped work as well. Attention will be given to strength and endurance training, preventive techniques to avoid tendon damage and overuse injuries. Preventative taping and post injury taping will be covered along with hold types, frequency and locations for holds to reduce and prevent certain common overuse or athletic climbing injuries. Movement skills, advanced climbing techniques and training drills and concepts will also be covered. Graded credit/no credit. *Prerequisite:* SSRA 137, 138, 237, 238, or 248, or instructor consent. *Fee:* \$25.

284, 285 Athletic Leadership I, Athletic Leadership II**1, 1 Ferenz**

This activity course is graded credit/no credit and is open to varsity student-athletes who will be representing their respective teams as part of the Student-Athlete Advisory Council. Students will be introduced to a variety of leadership tools and models and will be encouraged to develop leadership skills through the planning and executing of several projects and initiatives each semester. As a part of the leadership experience students also will engage in the NCAA legislative process, the NWC administrative process and interact with campus and community members representing their fellow student-athletes.

338 Improvised Rock Rescue Systems**x, 1 Chapin**

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:* \$75.

342 Wilderness Expedition: Sea Kayaking**x, 1 Sheedy**

A course designed for individuals interested in developing wilderness expedition skills in a variety of skill areas. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness evaluation and avoidance,

hard and soft skill development, conflict resolution, leave no trace, rescue skills, leadership techniques, multiday trips, rigging, and group management techniques. Sea kayaking, glacier mountaineering, backcountry skiing, whitewater boating and backpacking are the 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 will normally occur during Spring Break but could occur during other breaks on some years. Graded credit/no credit.

Corequisite: SSRA-334.

Lecture Courses

These professional courses are designed for students who wish to study the theory, methods and philosophy of physical education and to develop leadership skills in the field.

200 First Aid

1, 1 Fry

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:* \$35.

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:* \$35.

328 Women and Sport

2; not offered 2016-17

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 2016-17

The course will address what elements of the athletic experience make sports such a popular topic of fiction. Through reading short stories, novels, and viewing films, students will examine both the retelling of sports moments as well as what it is about sport that draws our attention. Themes to be studied will include the underdog, teamwork, leadership, and cheating. Students also will be asked to examine the significance of sports stories in their social and historical contexts.

332 River Guide Leadership

2, x Chapin

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. A willingness to camp and swim in cold conditions are the only prerequisites. *Fee:* \$480.

334 Sea Kayak Guide Leadership

x, 2 Sheedy

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:* varies depending on location of trip.

357 Coaching Soccer**2; not offered 2016-17**

A course designed for students interested in coaching soccer at the high school level. Stress is placed on the basic fundamentals of soccer and theories of offense and defense, including methods of teaching these phases. Offered in alternate years.

359 Coaching Baseball**2; not offered 2016-17**

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.

370 Coaching Tennis**2; not offered 2016-17**

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.

380 Outdoor Leadership**x, 2 Chapin**

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:* \$290.

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**3; not offered 2016-17**

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:* \$595.

390 Introduction to Sports Medicine**4, x Fry**

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:* \$35.

395 Advanced Techniques in Sports Medicine**x, 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. *Fee:* \$35.

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. May be repeated for a total of six credits. *Prerequisite:* consent of instructor.

Theatre and Dance

Chair: Rebecca Hanrahan

Director of Theatre: Daniel Schindler

Director of Dance: Renée Archibald

Jessica Cerullo (*on Sabbatical, Spring 2017*)

Peter de Grasse

Kristen Kosmas (*on Sabbatical, Spring 2017*)

Christopher Petit

Robin Waytenick Smasne

Nathan Tomsheck

Kevin Walker

Kenn Watt

Courses and productions at the Harper Joy Theatre are offered to provide students with rigorous, demanding professional training and a cultural background with which to attain the highest standards in theatre and dance.

All classes without stated prerequisite or an indicated level of difficulty are recommended to any student, regardless of class standing.

Theatre

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- Demonstrate a fundamental understanding of theatre as a form of artistic expression that demands intelligence, imagination, intuition, collaboration, rigorous aesthetic standards, and a broad base of knowledge.
- Demonstrate knowledge of history and established repertory of the theatre, its contemporary contexts, and the ability to ask questions that will set a path to developing unique voice and vision, in personal and collaborative contribution to the theatre.
- Demonstrate proficiencies in both the planning and performance of a theatrical event.

- **Communication**

- Demonstrate the practical and intellectual skills necessary to articulate oneself in a theatrical context.

The Theatre major: A minimum of 35 credits to include Theatre 125 or Dance 115, Theatre 245, 246, 247, 248, and 490; one course to be selected from Theatre 345, 360, 366, 378; four courses to be selected from Theatre 210, 233, 234, 357, 371, 372, 377; and two credits in Theatre 231, 232.

The Theatre minor: Theatre 125 or Dance 115; Theatre 245 or 246; three courses to be selected from Theatre 210, 233, 234, 357, 371, 372, 377; one credit in Theatre 231 or 232.

Students both majoring/minoring in Theatre and minoring in Dance may not use the same theatre courses to fulfill requirements.

107 Introduction to the Theatre

3, x Watt

Theatre is a global revolutionary force with roots buried deeper than our recorded history. This class will expose students to the many diverse modes in which performance takes place around the world and examine them in the historic context of theatre and the evolving ideas of art and human experience. We will explore how the directors, actors, designers, and technicians who work in this medium generate their work. Students will create their own live performance projects. Using the Harper Joy Theatre production season as a laboratory, students will see the plays from backstage and front, and critically evaluate the work. Open to all students.

125 Beginning Acting I

3, 3 Fall: Cerullo, Kosmas, Petit; Spring: Watt

Designed to help the student 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, Watt**

A continuation of Theatre 125. Students build on the acting fundamentals they learned in Beginning Acting I. Includes additional scene work, acting exercises, and assigned reading. *Prerequisite:* Theatre 125.

210 World Theatre**x, 3 Schindler**

This course explores the rich diversity of performative traditions found throughout the non-western world. It examines a wide range of theatrical experiences within distinct cultural and geographical contexts and connects those performances to specific social and historical aspects of each society. Students will gain a much broader understanding of theatre and how it can be used to enhance the cultural narrative of different cultures.

217 Stage Management**3, x Schindler**

This course will introduce students to the basic skills of a stage manager. These include communication, organization, collaboration, and theatre & personnel management. Most importantly, students will learn the responsibilities that a stage manager takes on when guiding a show through all of the various phases of production. Students will learn skills relating to the creation of paperwork for all phases of a production, how to build and maintain a prompt book, how to read technical drawings, proper audition and rehearsal processes, proper show calling techniques, and how to manage schedules and production communication. They will learn to effectively aid in communication within the production team, organize the production process from auditions through closing, and archive the show.

222 Digital Rendering 3-D Environments**3; not offered 2016-17**

Students will learn to use Sketchup, Vectorworks, Renderworks, and Photoshop to create digital 3-D environments. While geared towards theatre designers this course will be relevant to architects, engineers, animators, filmmakers and artists who can assimilate 3-D visualization techniques into their work. Basic computer literacy is necessary. Offered every sixth semester.

225, 226 Intermediate Acting**4, 4 Fall: Cerullo; Spring: Watt**

First semester: an actor's continued development of physical, emotional, and imaginative awareness with application to texts, and approaches to playing Shakespeare. Second semester: improvisation and preparation for a formal audition. Acting in the plays of Anton Chekhov and contemporary playwrights. *Prerequisite:* Theatre 126.

230 Theatre Technician Practicum**1, 1 Walker**

This course is designed to offer students instruction in the crafts of theatre lighting, sound, scenery, props, and costume construction. Participants are offered the choice of areas they would like to specialize in and make arrangements by appointment to complete 35 hours of hands on instruction and practice. No previous experience is required. Course exempted from 18-credit enrollment limitation. Activity credit limitation applies. May be repeated for credit. Graded credit/no credit. *Prerequisite:* consent of instructor.

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; not offered 2016-17**

The history of European theatre from the Middle Ages through 1800, examining as appropriate social, political, and religious attitudes, architecture, design and technical practice, business and administration, acting, audiences, and critical

theory. Emphasizes the practical value of theatre history for the student attending or working in today's theatre. Three periods per week. Students complete written or practical projects. Offered in alternate years.

234 Theatre History from the Nineteenth Century 4; not offered 2016-17

Examines European and American theatre history since the nineteenth century through the lens of the following movements: Romanticism, Melodrama, Realism, Modernism, the Historical Avant-Garde and Post-Modernism. Looks at changes in social/political/religious attitudes and the influence of these changes on form and content of plays. Looks at technological advances and their effect on theatre design and technical practice. Considers trends in acting, directing, audiences, and theory. Identifies, where possible, the influence these movements and developments have had on contemporary theater practice. Emphasizes the practical value of theatre history for the student attending or working in today's theatre. Offered in alternate years.

245 Foundations of Technical Production 3, x Tomsheck

This course will introduce students to the basic principles, theories, and skills used in technical theatre production. Students will gain an understanding of the technical process in the fields of theatre design and organization, technical design, and budgeting. They will develop skills in these areas through research and hands-on projects exploring construction methods, technical scenery design, theatrical rigging and materials and labor budgeting. By the end of this class students will have a basic understanding of the skills involved in technical theatre production and the ability to analyze and budget basic technical needs of a theatre production.

246 Foundations of Design x, 3 Schindler

This course will introduce students to the basic principles, theories, and skills of the theatrical designer. Students will gain an understanding of the artistic process in the fields of scenic, costume, lighting, and sound design. They will develop skills in these areas through projects involving basic artistic considerations such as color, balance, and texture as well as theatre specific projects in each of the design disciplines. By the end of this class the students will have a basic understanding of the skills involved in theatrical design, the ability analyze a design with a critical and artistic eye, and an understanding of the collaborative process which occurs during a theatrical production.

247, 248 Production Practicum 1, 1 Smasne, Walker, and Tomsheck

Practical application of theatre production including but not limited to activities related to scenery, lighting, costumes, props and sound. Open to all students. May be repeated for credit.

249 Stage Properties: Design & Construction x, 3 Tomsheck

This project-based course will explore the processes a Properties Master goes through when researching and acquiring properties for use in theatrical production. The course will also explore methods for creating stage properties including sculpting, carving and casting techniques. When appropriate, the course will include practical assignments related to the semester's production(s).

259 Voice and Movement for the Actor 4, x Petit

A physical approach to acting, focusing on the kinesthetic and vocal development of the actor. Through performance techniques including Viewpoints, and Michael Chekhov technique, this course is designed to increase the students' access to their physical instruments, and their ability to articulate themselves on stage. Students create original work devised through the acting process. *Prerequisite:* Theatre 125 or consent of instructor.

265 The Solo Performer 4; not offered 2016-17

This course introduces the student to performance techniques of solo performers. We will examine the performer as entertainer and as activist and will look at a variety of rehearsal practices - both those that involve and those that exclude a

director. Students will create and perform their own performances and will hone their aesthetic by exploring the performer/audience relationship as well as the dynamics of language, voice, movement, dance, sound, light, costume, and set. We will seek to gain a working knowledge and appreciation of the diversity inherent in artistic expression and will study and develop critical response techniques to support our work. This course is open to performing students across disciplines: poets, dancers, actors, singers, performance artists, etc. Offered in alternating years. *Prerequisite:* Theatre 125 or consent of instructor.

269 Performance Ensemble x, 4 Petit

This course focuses on the practical application of performance techniques from Theatre 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. *Prerequisite:* Theatre 259.

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.

320 Directing for the Theatre 4; not offered 2016-17

This course explores the preparation and application of the Director's role in the Theater as both interpreter of dramatic text and generator/devisor of original performance material. This is a practice-based course in which students will work with performers to stage dramatic texts and create devised performance projects. Performance work will be supplemented with readings and discussion on relevant theorists and practitioners. *Prerequisite:* Theatre 225, 226, 259, 265, or 269, or consent of instructor.

330 Playwriting/Writing for Performance 4, x Kosmas

In order to generate a shared vocabulary, we will begin with critical readings of contemporary plays, paying special attention to structure. Reading will be balanced by a great deal of student writing. Students will write during every class period and draft several short plays over the course of the semester. Collectively, we will examine and question our ideas about what a play is and ought to be. Student playwrights will ask essential questions such as: What is my process as a writer? What are my materials as a playwright? What is my aesthetic point of view? Students will gain techniques for writing practice and broaden and refine vocabularies for the discussion of creative writing. They will sharpen critical and evaluative skills of thought, speech, and writing applicable to a variety of disciplines including but not limited to theatre. *Prerequisite:* participation in Instant Play Festival writing workshops or consent of instructor.

345 Lighting Design for the Theatre 4; not offered 2016-17

Lighting designers speak with electricity and luminescence. The ability to see performers is merely the beginning. This class will allow students to work with the latest lighting equipment to explore vocabularies of color, angle, intensity, and time. We will investigate how conceptual ideas drawn from the scripted page translate into practical equipment choices, design of lighting rigs, and computer control systems. Working on productions in the Harper Joy Theatre, students will gain practical professional level experience. Through projects they will learn graphic standards and formal methods for communicating technical information to professional crews. *Prerequisite:* Theatre 246.

350 Speech and Voice for the Performer 4; not offered 2016-17

In this course students will seek to recognize and eliminate the physical and psychological blocks that inhibit vocal expression. We will transform breath into sound by working with relaxation, breath support, connecting to our sound, mask resonance, range, articulation and image. We will explore ecstatic voice and lamentation. Students will develop a psychophysical relationship to the International Phonetics Alphabet (IPA) and are required to apply our investigations to a

variety of texts. Performers from all disciplines are encouraged to register for the course. *Prerequisite:* 200 level Theater or Dance course, or consent of instructor.

**357 Theory and Performance
4; not offered 2016-17**

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. May be elected as Art History 237.

**360 Sound Design and Engineering for the Theatre
x, 4 Walker**

Live sound is one of the most powerful mediums in the theatre. Subtle, psychological, or aggressive and confrontational, sound designers create auditory landscapes to color live events and amplified reinforcement to allow performers to be heard. This class will approach sound in an artistic and conceptual framework in the context of live theatre. It will also serve as an introduction to the equipment and software, analog and digital, to create and reproduce sound for entertainment venues. Basic computer literacy is recommended. Offered every third semester.

**365 Visual Design Techniques: Scale Modeling and Drafting
4; not offered 2016-17**

Designers communicate visual ideas by building detailed proportionally accurate miniature representations of their ideas and creating scale drawings. This class is envisioned for lighting and scenic designers to hone their craft in the studio, but is relevant to designers of all kinds, costumers, architects, and artists with an interest in representing large format ideas in true scale on paper and in three dimensions. Projects will be tailored to student's particular areas of interest. A portion of this class will be dedicated to CAD drafting using Vectorworks. Offered every fourth semester. *Prerequisite:* Theatre 246.

**366 Scenic Design for the Theatre
4, x Schindler**

Theatre scenic designers create sophisticated worlds on their studio table that are enlarged into full-scale environments by armies of carpenters, painters, and fabricators. This class explores how designers formulate ideas based on scripted words and evolve them into three-dimensional landscapes. Students will learn basic drawing techniques and build scale models to express ideas drawn from their own imagination. Offered every third semester. *Prerequisite:* Theatre 245 or consent of instructor.

**367 Visual Design Techniques: Drawing and Painting for Designers
4; not offered 2016-17**

Drawing and painting are essential skills designers use to communicate their ideas to colleagues and collaborators. This course focuses on drawing epic environments using perspective, rendering color, texture, and light with ink, paint, dry and mixed media approaches. Students will purchase their own art supplies to complete drawing and painting projects. Previous drawing and painting experience is not required. Offered every sixth semester.

**371 Dramatic Literature: Medieval through Eighteenth Century
4, x Watt**

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. Offered in alternate years.

372 Dramatic Literature: Nineteenth Century to Now**4; not offered 2016-17**

A study of the directions modern dramatic literature has taken from the 19th century to the present. Dramatists to be studied may include Ibsen, Strindberg, Chekhov, Shaw, Brecht, O'Neill, Williams, Miller, Beckett, Pinter, Fornés, Mamet, Kushner, Suzan-Lori Parks, Caryl Churchill. May be elected as English 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. Open to all students. Offered in alternate years.

378 Costume Design for the Theatre**x, 3 Smasne**

Through the use of the elements of design, Costume Designers support the production concept and assist the actor in communicating with the audience. We will examine costume design through the process of designing costumes for several scripts, as well as through in class discussions. The course will include an introduction to script analysis, period research, and rendering techniques for the costume designer. *Prerequisite:* Theatre 246.

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

Designed to permit close study of particular areas of theatre not covered in the regular curriculum. Any current offerings follow.

466 Director in the Theatre II**4; not offered 2016-17**

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. *Prerequisites:* Theatre 320 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, and consent of instructor.

485 Advanced Acting**4, x Petit**

An advanced exploration of the acting process, focusing on developing the skills necessary to become a professional actor; Emphasis on living truthfully under imaginary circumstances, action, and character. The course incorporates the work of Sanford Meisner and Michael Chekhov, and includes exercises, scenes, and monologues. *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 coursework in the area of study and theatre faculty approval. May be taken during the first or second semester of the senior year.

493 Senior Seminar**1; not offered 2016-17**

This course is designed to help students transition into the professional world. Through discussion with faculty, peers and working professionals, students will evaluate skills and achievements from their time at Whitman, and develop strategies

and goals for the future. The course will meet once a week. It will be team taught by the theatre faculty, and include regular meetings with guest artists. Course work could include preparing portfolio's, resumes, mock interviews, and audition materials. Graded P-D-F. Open only to senior Theatre majors.

498 Honors Thesis

3, 3 Staff

Preparation of undergraduate thesis. Required of and open only to senior honors candidates in theatre. *Prerequisite:* admission to honors candidacy.

Dance

The dance curriculum consists of courses in choreography, the historical and theoretical study of dance, and studio courses such as Ballet and Modern Dance. Students have the opportunity to work with guest artists at various points in the year and dance productions are mounted annually at the Harper Joy Theatre. The following dance courses fall under activity credit policies: 215/216, 225/226, 325, and 344. Students may earn a maximum of 12 activity credits in dance within the 16-credit limitation (see *Credit Restrictions* in the *Academics* section of the catalog).

Learning Goals: Upon graduation, a student will be able to:

- Demonstrate a fundamental understanding of dance as a form of artistic expression and practice that demands intelligence, imagination, intuition, collaboration, rigorous aesthetic standards, and a broad base of knowledge;
- Ask critical questions of the ways in which meaning is constructed in dance;
- Demonstrate knowledge of ways in which dance histories, contexts, and canons are relevant and manifest in contemporary works of performance through the analysis, interpretation, and critical reflection on histories and primary sources of dance;
- Demonstrate skill and innovation in the communication of concepts and choreographic ideas through the creation of original works of performance and/or choreography;
- Locate connections between technical studio practices, creative process, and theory;
- Synthesize movement practices and make choices to activate different modes within creative processes and as performers in collaborative environments.
- Participate in a community of learners who are excited by exploration and discovery.

The Dance minor: A minimum of 20 credits to include: Dance 115 or 116; 118; 234; 344; Theatre 357; one course to be selected from Theatre 245 and 247, 246 and 248, or 345; and one course to be selected from Dance 215, 216, or 325. The following courses, 115, 116, 125, 126, if taken prior to Fall 2015, will be applied as activity credits and are not applicable toward the minor. These courses if completed after Spring 2015, will be applied as academic credit and can then be applied toward the minor.

Students both majoring/minoring in Theatre and minoring in Dance may not use the same theatre courses to fulfill requirements.

115, 116 Beginning Modern Dance

3, 3 Fall: Archibald; Spring: de Grasse

In this dance course, students will develop basic movement skills, investigate ideologies that have shaped American concert dance, and explore choreographic methodologies. The course will focus on dance as an art form whose primary medium, and source, is the human body. Generally, class will begin with a warm-up to stretch, strengthen, and engage one's center and progress to longer combinations that emphasize relationships to gravity, falling, and movement of the spine. This course includes outside reading, viewing, and assignments. Open to all students.

118 Introduction to Dance

3, x Archibald

In this course, students will explore a diverse range of dance traditions from around the world and throughout history to gain a greater understanding of the role of dance in different cultures as well as their own. Students will be looking critically at theatrical dance forms performed for audiences, like ballet and kabuki, as well as popular and ancient dance forms. The class will meet alternately in the dance studio and in a traditional classroom to learn through the embodied

practices of choreographing, dancing, and viewing performance, as well as reading, writing, and discussion. No dance experience is necessary.

125, 126 Beginning Ballet
3, 3 de Grasse

A beginning ballet technique class with emphasis on dynamic postural alignment, muscular control, and building movement vocabulary. In addition, students will learn about the history of ballet, some of the prominent works in the classical canon, and some basic components of choreography. Standard grading. Open to all students.

183, 184 Special Topics in Dance
1-4

Designed to permit close study of particular areas of Dance not covered in the regular curriculum. Any current offerings follow.

215, 216 Intermediate Modern Dance
1, 1 Fall: de Grasse; Spring: Staff

This course builds on foundational experiences in modern dance technique using an eclectic approach. Classes will begin with a warm up using verbal and visual imagery, as well as anatomical directives. Students will then move developmentally to strengthen and explore the architecture of their bodies. Students will apply anatomical clarity, varying energies, and varying ways of inhabiting their bodies in combinations that move through space while investigating performance presence and expressiveness. This class will have live musical accompaniment. Activity limitations may apply. May be repeated for credit. *Prerequisite:* Dance 115, 116 or consent of instructor.

218 Embodied Art Practice: An Introduction to Somatics
2; not offered 2016-17

Somatics are methods for being in the world with enhanced bodily awareness. For artists and performers alike, knowing oneself from the inside out fosters the imagination and one's ability to be spontaneous and self-reflective. Through guided movement, writing, drawing, and performance exercises, this class surveys practices of embodiment and their relationship to the creative process. Lessons are tailored toward students of dance, theatre, and visual arts, but open to students across campus. Outside reading and writing assignments are included. No dance experience is necessary.

225, 226 Intermediate Ballet
1, 1 de Grasse

This course builds on foundational experiences in ballet technique. The course focuses on improving anatomical clarity and kinesthetic precision as well as developing presence and expressiveness for performance. Students will continue to investigate the ideologies that have shaped ballet and explore choreographic methodologies. This course will have live musical accompaniment. Activity limitations may apply. May be repeated for credit. *Prerequisites:* Dance 125 or 126, or previous formal training in classical ballet and consent of instructor.

234 Dance Composition
x, 4 Staff

With the assistance of a variety of choreographic perspectives, methods, and strategies, students will investigate their creative process as it pertains to live dance/performance. Each class session will be comprised of a basic movement warm-up followed by in-class explorations, weekly showings of student works, and discussions. Students will develop one of their projects to a performance-ready state through feedback and rehearsal. Students are expected to complete readings, viewings, and assignments each week. No dance experience is necessary as student works will build on their own expressions, interests, and body's capabilities. Standard grading. May be repeated for credit if instructed by a different professor.

283, 284 Special Topics in Dance**1-4**

Designed to permit close study of particular areas of Dance not covered in the regular curriculum. Any current offerings follow.

325 Advanced Contemporary Dance**1, 1 Fall: Archibald; Spring: Staff**

This class focuses on continued improvement in all areas with an emphasis on technical skill and performance quality. Each class session will begin with ballet training and will then move on to an extended contemporary movement combination. Standard grading. Activity credit limitation applies. May be repeated for credit. *Prerequisite:* Dance 115 or 116, 215, 216, 225, or 225 or consent of instructor.

344 Dance Performance**x, 1 de Grasse**

This course gives students an opportunity to receive activity credit for participating in dance performances. Standard grading. May be repeated for credit. *Prerequisite:* any studio course in dance or consent of instructor.

383, 384 Special Topics in Dance**1-4**

Designed to permit close study of particular areas of Dance not covered in the regular curriculum. Any current offerings follow.

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.

483, 484 Special Topics in Dance**1-4**

Designed to permit close study of particular areas of Dance not covered in the regular curriculum. Any current offerings follow.

World Literature

Contact: Zahi Zalloua, Chair, Foreign Languages and Literatures

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.

Distribution: Courses completed in world literature apply to the humanities and cultural pluralism distribution areas, with the following exception:

No distribution: 391, 392

The World Literature minor: A minimum of 18 credits in World Literature. Besides courses listed here, selected courses in Classics, Environmental Studies, French, German Studies, Spanish, and Theatre will count toward the minor in World Literature, including Classics 130, 140, 217, 226, and 377; Environmental Studies 217 and 226; French, all 400-level courses; German Studies all 400-level courses; Spanish, all 400-level courses; and Theater 371, 372, and 377. For other courses, please consult the World Literature contact person.

201-204 Special Topics in World Literature, Intermediate Level

4

Courses under this category explore selected topics in world literature at the intermediate level. Any current offerings follow.

217 Gender and Sexuality in Pre-modern Chinese Society and Literature

x, 4 Hu

This course will examine changing gender roles in traditional Chinese society through the reading of literature. We will use representations of women, both through their own writing and in the writing of men, to explore the relationship between gender and political power, self and society, individual and tradition, humans and the numinous realm. We will also discuss representations of desire, agency, “inner-outer” division, and yin-yang polarity. Special attention will be given to the way women’s own writings respond to dominant notions of femininity. Tropes about gender and sexuality that persist through different periods will be used to chart changes in social and literary history. Students will gain familiarity with the large-scale social and ideological transformations that affected representations of gender and sexuality between the early Zhou dynasty (10th cent. BCE) to the end of Qing dynasty (20th cent.); with major writers, works and topoi of different periods; and with relevant gender studies methodology. May be taken for credit toward the Asian and Middle Eastern Studies major, Gender Studies major, or Chinese minor.

222 Introduction to Modern Japanese Literature and Culture

x, 4 Shigeto

This course introduces students to selected works of Japanese literature from the 20th century. The course will cover a wide range of prose fiction including autobiographical fiction, realist and fantastic novels as well as works in popular literature genres, including detective and satirical fiction. We will explore the ambivalent ways in which Japanese writers incorporated Western literary theories and concepts into the domestic literary tradition in their efforts to create a “modern Japanese literature.” In addition to the impact of industrialization on human perception and writers’ narrative modes, we will consider how modern printing technologies changed reading practices. Taught in English. May be taken for credit toward the Asian and Middle Eastern Studies major or Japanese minor.

301 Chinese Literature and Film Adaptation

4, x He

Since the 1920s, the rise of cinema has reinvented the Chinese artistic sphere, providing artists and producers alike with a modern medium of expression. While the emergence of a movie-going culture has created new audiences in a shifting society, the stories and their subject matter have been largely carried over from literature. Currently, over 65% of Chinese films are adapted from literary works, a statistic that suggests Chinese literature as an extension as well as reinterpretation of the culture’s literary tradition. This class will discuss literary works and their movie adaptations comparatively. By considering both types of media, it will analyze the emergence of the new cinematic tradition while fostering a debate over

the emergence of the 20th and 21st Century Chinese identity. May be taken for credit toward the Asian and Middle Eastern Studies or Film and Media Studies majors or Chinese minor.

307 Visual Narrations: The Art and Architecture of the Graphic Novel 4; not offered 2016-17

Since the publication of *Maus*, graphic novels and comics have come to be understood as challenging, artistic hybrid texts that employ complex literary and visual strategies to engage diverse themes of historical, social and aesthetic import. In this course we will study the works of prominent creators within the Hispanic graphic novel tradition alongside renowned graphic novelists from around the world. After considering the role of translation with respect to graphic narratives, we will explore the formal qualities and artistic innovations of landmark, transnational works. Theoretical, structural and semiotic analyses (Scott McCloud, Santiago García, Ana Merino, Thierry Groensteen) will be read together with primary texts. Readings may include wordless masterpieces (such as the works of Lynd Ward, Frans Masereel, Shaun Tan, Fábio Moon and Gabriel Bá); experimental texts that overtly deconstruct traditional book formats (such as Guillermo Peña's *Codex Espangliensis*, Joe Sacco's *The Great War*, Pascal Rabaté's *Fenêtres sur rue, matinées, soirées*, Richard McGuire's *Here* and Chris Ware's *Building Stories*), and highly stylized, intertextual or metafictional masterworks (such as Antonio Altarriba and Kim's "La casa del sol naciente" and David Mazzucchelli's *Asterios Polyp*). All works will be read in English translation. Course will be taught in English. May be taken for credit toward the Spanish literatures and cultures major or the Film and Media Studies major.

309 French National Cinemas x, 4 Hurlburt

What constitutes a "national" cinema? The classification of cinematic production according to national origin continues to function as an underlying organizational principle of film history texts. "National" cinema, however, simultaneously reflects and produces national (cultural) identities. The concept of national cinema thus encompasses both films that attempt to define a singular, unique cultural identity and films that actively resist such definitions. This course will examine the aesthetic, economic, geographic, linguistic and legislative boundaries defining French national cinemas. Topics will include censorship, reception, colonial cinema, cinematic remakes and literary adaptation and the French response to Hollywood. May be taken for credit toward the French major, but not toward the French minor. May be taken for credit toward the Film & Media Studies major. May be elected as French 409. *Prerequisite*: Not open to first-semester, first-year students when offered in the fall semester.

312 Solitude and Literary Imagination 4; not offered 2016-17

A theme of solitude runs through the veins of much of Japanese literature. Through studies of selected works of some of significant writers from Japan, we will explore various literary renditions of solitude. Our concern in this course extends beyond a sense of alienation from others to a more essential sense of estrangement from self, one's own language, and conventional temporality. We will also ruminate on solitude as an origin of literary imagination. The list of writers may include Yukio Mishima, Kobo Abe, Kenzaburo Oe, Mieko Kanai, Haruki Murakami and Toh Enjoji. May be taken for credit toward the Asian and Middle Eastern Studies major or Japanese minor.

315 Between History and Fiction: Classical Chinese Narrative 4; not offered 2016-17

This course familiarizes participants with the major works of traditional Chinese narrative. In order to broaden general knowledge of this rich literary heritage and to acquaint students with works from historical narratives in the Han dynasty to the great 18th century novel *Dream of the Red Chamber*, the course will combine a close reading of texts with broader questions about literature and culture across different periods of Chinese history. We will explore how these works reflected and influenced the changing ideals of Chinese society—of its readers, writers and critics—paying special attention to issues such as the concept of "fiction" and "fictionality," the birth of the novel in traditional China, the portrayal of heroic figures, the representation of history, and the treatment of gender relations, among others. Skills emphasized will include close reading, writing analytical papers, and verbal expression. Readings and discussion will be in English; there are no prerequisites for this course. May be elected as Asian and Middle Eastern Studies 315. May be taken for credit toward the Asian and Middle Eastern Studies major or Chinese minor.

320 Race, Trauma, Narrative**4; not offered 2016-17**

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 or Race and Ethnic Studies majors.

322 Eccentric Monks and Hermits in Japan**4; not offered 2016-17**

This course will survey the stories of eccentric monks and hermits in the Heian, Kamakura, and Muromachi periods of Japan. We will begin with miraculous tales of eminent monks in the ninth century and read stories of recluses who, in the 12th and 13th centuries, expressed a desire to escape from the courtly world of the Heian period. We will read about monks like Gempin and Zōga who became idealized in popular tale collections that appeared in the Kamakura period. We will also look at the writings of Kamo no Chōmei and Yoshida Kenkō who, from the perspective of courtly nobles, will praise the “mad” acts of these uncompromising recluses, and influence the lives of monks like Ippen, Shinran, Ikkyū, Rennyo, and Ryōkan. Students will be asked to write short papers, give oral presentations, submit a longer term paper, and participate in a final oral examination. All readings will be in English, but a background in Japanese language would be helpful. Not open to first year students. May be taken for credit toward the Asian and Middle Eastern Studies major or Japanese minor.

325 Imagining Community through Contemporary Japanese Fiction and Film**4; not offered 2016-17**

In this course we will explore selected works of Japanese fiction and film created during the “postmodern” 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 taken for credit toward the Asian and Middle Eastern Studies major or Japanese minor.

328 Haiku and Nature in Japan**4, x Takemoto**

This course will enter the *haiku/haikai* world by reading poems and essays by two *haiku* poets, Basho (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. May be taken for credit toward the Asian and Middle Eastern Studies major or Japanese minor.

330 Introduction to Chinese Film**4; not offered 2016-17**

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. May be taken for credit toward the Asian and Middle Eastern Studies or Film and Media Studies majors or Chinese minor.

338 Undoing the Japanese National Narrative through Literature and Film
4; not offered 2016-17

In this course we focus on the literary works and films of Japan's post-WWII period from the mid-1940s through the 1970s and explore the ways in which writers and filmmakers responded to the social and cultural transformations brought about by war, defeat, occupation, and recovery. The main questions to be addressed include: How did writers and filmmakers engage with the question of war responsibility in and through their works? What does it mean to "take responsibility for war"? How do their works, at both levels of form and content, critique and undo the official national narrative that largely coincided with the modernization theory put forth in the early 1960s? How long does the "postwar" last? Taught in English. May be taken for credit toward the Asian and Middle Eastern Studies major or Japanese minor.

343 Women Writers in Imperial China: In Search of the "Real" Female Voice
4; not offered 2016-17

Despite the dominance of men as authors, subjects, and readers of literature throughout the two millennia of imperial China (221 BCE-1911 CE), this same period also saw the emergence and development of a rich tradition of women's literature. In this course, we will discuss what kinds of women wrote literary works, and how the marginal status of women's literature affected the genres in which women wrote and the subjects with which they could deal. As China's male literature came to develop its own tradition of writing in the voice of women, we will pay special attention to the questions of how women found their own voice despite this pre-existing feminine tradition. Literary works from different historical periods will serve as a means to learn about the changing historical and social conditions behind women's writing. We will also put some long-existing assumptions about pre-modern Chinese women and Chinese society into critical scrutiny. May be taken for credit toward the Asian and Middle Eastern Studies major or Chinese minor.

349 China through the Cinematic Eye
4; not offered 2016-17

This course examines contemporary Chinese language cinematic works that are well-known to general audiences or critically acclaimed at film festivals. We will discuss popular as well as arthouse films, either by one *auteur* (director) who has taken on multiple roles or by selected directors from China, Hong Kong, Taiwan, and overseas. Thematic and generic aspects of the film will be discussed in relation to evolving images of China discretely constructed for domestic or international audiences. All films are subtitled in English. May be taken for credit toward the Asian and Middle Eastern Studies major or Chinese minor.

359 A Brave New World: Contemporary Chinese Literature
4; not offered 2016-17

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. May be taken for credit toward the Asian and Middle Eastern Studies major or Chinese minor.

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. Any current offerings follow.

387 ST: Questions of Colonialism and De-Imperialization in East Asia**4, x Dott and Shigeto**

This is an interdisciplinary course drawing on history and literary studies. The course begins by examining Japan's models for imperialism and colonialism. We will then turn to the specifics of Japan's imperial expansion into and local resistance within the Ryukyu Islands (Okinawa), Taiwan, Korea, and China in the 19th and 20th centuries. We then consider issues of decolonization and de-imperialization (colonizers coming to terms with their imperialist past) after 1945, including the ways in which the US Cold War geopolitics impacted those processes and the ramifications all the way up to the present. The course is primarily a discussion-based seminar, where we will analyze historical sources, literary fiction, film and critical writings. There will be several paper assignments. May be elected as History 349. May be taken for credit toward the Asian and Middle Eastern Studies major. Not open to first year students. Distribution area: humanities, social sciences, or cultural pluralism.

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; not offered 2016-17**

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, Gender Studies, or Race and Ethnic Studies majors.

Student Life

The college provides students with learning opportunities through involvement and engagement. Students may participate in activities, such as the Outdoor Program, ASWC, academic-year internships, or Community Service projects, that enhance their leadership skills. The college supports an active campus social life, a comprehensive wellness program, and excellent recreational programs that include varsity competition and an extensive program of intramural sports. The campus programs are designed to intentionally foster a feeling of community with a climate of understanding and inclusion.

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, premajor advising, housing and residential life, food services, counseling, health services, the Student Engagement Center, Intercultural Center, Academic Resource Center, Security, and the Reid Campus Center. The Provost and Dean of the Faculty coordinates major advising, postgraduate fellowship and scholarship programs, off-campus 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, for 145 women including members of Whitman's four national sororities as well as women not affiliated with a sorority, housed in two-room suites. 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 houses 70 students, mostly with single and double rooms. Tamarac House offers apartment-style housing and outdoor activities.

Eleven interest houses offer unique learning opportunities. 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 who works in the language department reside in each house. Other interest houses are the Multi-Ethnic Center for Cultural Awareness (MECCA), which fosters cross-cultural communication and understanding; the Environmental House, focusing on environmental and ecological issues; the Fine Arts House, which promotes programs emphasizing studio, theatrical, and musical arts; the Global Awareness House, which focuses on world issues such as hunger, population, and human rights; the Asian Studies House, which promotes understanding of Asian culture and issues; and the Writing House, which provides resources to encourage the growth of writing as a discipline; and the Community Service House encourages discussions of service issues among students and the Whitman community and includes a community service requirement.

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 residences may eat in any of the dining halls, while residents of the fraternities normally subscribe to their own dining services.

Student Affairs

Academic Resource Center

The Academic Resource Center (ARC) provides resources and support for all students. Home to premajor 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 of the ARC is Rebecca Frost, who also 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 website at www.whitman.edu/academics/academic-resource-center.

Access and Disability Support

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 with respect to the essential elements of a course or program. A student requesting accommodations for a documented disability should discuss his or her needs with Rebecca Frost, Director of Student Success and Disability Support Services, Memorial 325. For the complete policy go to www.whitman.edu/academics/academic-resource-center/disability-support-services.

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 that may interfere with their success at Whitman. The center works on a short-term counseling model. Students work with their counselor to develop goals. Together they work out appointment times and length of counseling. Physicians at the Welty Health Center clinics are available to students for medication evaluations. Mental Health Nurse Practitioners and Psychiatrists are available in the community as a resource if needed. The Counseling Center offers one-to-one and group counseling. In addition to this service there are a number of personal growth opportunities, in the form of workshops and programs on a variety of topics. Whitman's supervised peer counseling program, and Master's level interns provide additional counseling resources and support. All counseling is confidential.

Welty Center — Health Services

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. The physicians may refer students to outside resources if indicated. Limited postoperative care may be provided at the Health Center. The director of the student Health Center, who is a 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.

Services at the Health Center include: Women's health care, including PAP smears and contraception, anonymous HIV testing, a dispensary for prescribed medication, allergy antigen regimes/shots prescribed by home physicians, travel consults, vaccines, physical therapy, and nutritionist.

Accident and Health Insurance

Since United States residents are required by law to have medical insurance, it is important to note that Whitman College will no longer sell an insurance policy starting the 2015-16 academic year. It has become more cost effective for students to purchase their own plan due to the declining enrollment in the Whitman plan and the Affordable Care Act changing the family dependent age to 26. International Students are required to have insurance with a U.S. based health insurance company that will pay benefits in Washington State.

If you need help in finding information about available plans or have questions regarding a plan, refer to the Welty Center website at, www.whitman.edu/offices-and-services/health-center/insurance or feel free to contact Claudia Ness, Director of the Welty Student Health Center, for assistance.

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 insurance for students participating in varsity intercollegiate athletics. This coverage is available to varsity athletes that sustain an injury during scheduled and supervised athletic activities. As a secondary insurance, the varsity athletics accident insurance policy will only pay medical bills after they have been processed by the student's primary personal insurance. Please contact John Eckel, Head Athletics Trainer, at 509-527-5590 for more information.

Intercultural Center

Fostering diversity, inclusion, and equity 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 seeks to enrich the experience of those from historically under-represented backgrounds. The center strives to support the entire Whitman community by providing opportunities to engage and educate the campus on issues related to diversity and social justice. Working together with a variety of campus constituencies, the Intercultural Center facilitates and encourages ongoing dialogue on issues of diversity and inclusion between students, staff, and faculty.

The Intercultural Center team provides academic and social support for multicultural and international students. Through resources such as the international and multicultural student orientation, mentoring, individual counseling and advising sessions we assist students with their transition to Whitman College and Walla Walla.

Throughout the year, the center helps bring diverse perspectives and experiences to campus by sponsoring workshops, speakers, programs, and cultural events that are free and open to the whole community. In addition to the multi-ethnic interest house (MECCA), there are 15 active identity and culture groups that the Intercultural Center advises: Beyond Borders Club (BBC); Black Student Union (BSU); China at Whitman; Club Latino; Feminists Advocating Change and Empowerment (FACE); First Generation Working Class (FGWC); For Us By Us (FUBU); Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ); Hillel-Shalom; Indigenous People's Education & Cultural Club (IPECC); Mixed Race Club; Namaste; South Asian Student Association (SASA); and Whitman African Student Association (WASA). These student-led organizations are among the most active clubs on campus. They provide leadership opportunities for students and promote diversity and multiculturalism by sponsoring speakers, discussion panels, musical events, dances, festivals, and dinners.

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 fosters collaboration with

academic departments, input from divergent perspectives, intercultural and international awareness, and 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.

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 nonresidential space located near the west side of the campus, at 26 Boyer Avenue.

Office of Religious and Spiritual Life

The Office of Religious and Spiritual Life is affiliated with the Intercultural Center. The office 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. Interfaith discussions, worship services, service projects, and high holy day meals are among the many activities supported by the office. Counseling services also are available.

Student Engagement Center

The Student Engagement Center (SEC) connects Whitman students and alumni to the communities and experiences that help them cultivate their futures. These experiences enrich students' academic programs as well as help them refine their interests and develop their passions. They also help prepare students to be successful when pursuing opportunities for employment and graduate study.

The SEC fosters intellectual and personal development by promoting engagement in academics, in community service, internships, campus and summer employment, leadership opportunities, and career exploration. The SEC team collaborates with Whitman's other support programs and academic departments to help students assess their skills, interests, abilities, and to promote their involvement in activities that will advance them toward their future goals.

Through career counseling, students can assess their skills and interests and explore career options. The SEC staff helps students to reflect on the experiences that will enhance their career goals and then teaches students how to build a professional resume and introduces them to resources that fit their unique needs.

Student Engagement Center programs include:

Alumni Networking — The SEC provides numerous networking opportunities for students and alumni to communicate about careers, internships, and jobs. Whitman Connect is a searchable database of thousands of alumni who are resources for students or other alumni for professional development. Several times a year the SEC hosts networking receptions in conjunction with Alumni Relations.

Internships — Internships 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 many paid internships available through SEC resources or to develop an experience that best suits their interests. The SEC also administers the Whitman Internship Grant Program which provided funding for 124 students in 2015 who developed and secured unpaid summer internships throughout the academic year and summer.

iEngage – Whitman's unique and popular job and internship search portal includes thousands of postings for internships and full-time/part-time positions applicable to students and young alumni.

Student-led Community Service Programs — Student interns coordinate nine service programs: Mentor Program, Adopt-A-Grandparent, Story Time, Classroom Connections, Events & Reflection, Green Park Bilingual, Spring Break and Service Trips, , Whitman Teaches The Movement, and the Buddy Program.

Community Service Consultations — The SEC team connects individuals and groups with volunteer opportunities and also supports Greek philanthropy and the Community Service House.

America Reads/Counts — The SEC hires 20-25 Whitman students each year (most of whom are work study-eligible) to provide math and literacy support via individual and small group tutoring to students in Walla Walla public school K-8 classrooms. Whitman students with prior experience working with youth can pursue this professional and practical experience for testing their interest in a possible career in education.

Graduate School Fair — Each fall semester, graduate school representatives visit campus to meet students and discuss their academic programs. In addition, discussion panels, to provide an overview of testing and the application processes, are held for specific areas such as law, business, education, and medical school.

Major Connections — Offered in collaboration with the Academic Resource Center, Major Connections is an interactive event 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.

Learning Commons @ Penrose: A collaboration with the Academic Resource Center, the Writing Center, and the Library to have trained peer tutors available in evenings for a variety of drop-in appointments.

On-campus Recruiting – A new and expanding program, SEC staff plan many opportunities for students to hear from and connect with recruiters and alumni working in organizations around the country. With a focus on the West Coast, recruiters may be represented in-person or virtually through small info sessions that allow direct student interaction with the teams of people hiring interns and soon-to-be graduates.

More information about the SEC can be found at: www.whitman.edu/content/studentengagement.

Student Activities

Cocurricular activities augment classroom experiences, often providing students the chance to apply some portion of their theoretical studies to practical, realistic work and laboratory situations. The college encourages students to create new activities that enhance the life of the campus.

Musically inclined students perform with the College Wind Ensemble, Chamber Orchestra, Chorale, and, by audition, the Walla Walla Symphony Orchestra; still others perform in solo or small group recitals. Students need not major in theatre to perform or work backstage at Whitman's Harper Joy Theatre, nor must they major in English to submit items for publication in *blue moon*, the Whitman literary magazine. There are opportunities for work, including some paid employment, on *The Pioneer*, the student weekly newspaper.

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, a Life Skills series, an Arts & Crafts fair, a monthly lunchtime leadership program, and much more.

Resources in the Reid Campus Center include the Bookstore, Conferences and Events Office, Fellowships and Grants, Greek Life, Intercultural Center, New Student Orientation, 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 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 and shuttle service, bulletin boards for advertising and notices, and outdoor equipment rental. The Reid Campus Center houses the Associated Students of Whitman College (ASWC), the Whitman Events Board (WEB), *The Pioneer* newspaper, the *blue moon* (art and literary journal), KWCW-FM student-operated radio station, the *Waiilatpu* (yearbook), and *quarterlife* (quarterly literary journal).

Outdoor Program

Mission Statement: The Outdoor Program (OP) fosters personal growth, facilitates learning and creates recreational opportunities through skills and risk management training, leadership development, and environmentally sound trips in a supportive community.

The Outdoor Program (OP) accomplishes its mission by assisting 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, flat-water and whitewater kayaking, rafting, canoeing, stand-up paddle boarding, cross country skiing, snow shoeing, telemark and alpine touring skiing. Activities cater to beginner and intermediate skill levels. On campus the OP organizes visiting speakers, instructional seminars, film showings, and other special events, including the annual Banff Mountain Film Festival and Back country Film Festival. The OP also oversees the Whitman Climbing Center and the first-year preorientation "Scrambles" wilderness trip program.

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, backpacking, and outdoor leadership. There are over 75 different jobs per semester that students can practice their leadership skills working for the OP in the rental shop, leading trips and scrambles and instructing in the climbing center. The program is a resource for those interested in planning their own trips, exploring the outdoors surrounding Walla Walla, purchasing equipment, or obtaining instruction. Magazines, books, maps, literature on recreational programs, and outdoor jobs are available at the OP Rental Shop.

The Outdoor Program is not a club. There are no dues; anyone, regardless of ability or skill level, may participate. Through the Outdoor Program, all students interested in noncompetitive, non-motorized pursuits may share adventures.

In 2013 the Outdoor Program was granted the prestigious David J Webb program Excellence award issued by the Association of Outdoor Recreation and Education. An AORE press release stated “*Whitman College is an outstanding example and embodiment of AORE values. The Whitman College Outdoor Program is an incredible teaching program based in Walla Walla, WA. They are best known for their freshman orientation program and climbing center, but also have strong sea kayaking, backpacking and whitewater programs. The program has been a part of the school for over 3 decades. Whitman College Outdoor Program’s freshman orientation is second to none, as their trips serve over half of the incoming freshman class. They also work closely and in collaboration with academic departments to provide general trips and opportunities for the campus at large, and to encourage involvement and dedication to betterment and growth of the [outdoor recreation] industry.*”

Whitman Events Board

The Whitman Events Board (WEB) is an ASWC-sponsored student group dedicated to bringing a balanced program of events to 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 sponsoring the Drive-In Movie, Choral Contest, films, concerts, speakers, Casino Night, and much more! To find out more call 509-522-4436 or email 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, wellness, and competitive 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;
- the principles of fair play and amateur athletics, as defined by NCAA legislation;
- the overall academic success of student-athletes;
- the overall health and welfare of student-athletes;
- 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 also compete in volleyball and Lacrosse, and men in baseball. The NCAA III does not permit athletic scholarships; however, all students may apply for need based financial aid and academic 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, and ultimate Frisbee. The college also sponsors several club sports programs, including rugby, lacrosse, softball, ultimate Frisbee, and cycling. For a complete and updated list of club and intramural opportunities please see www.whitman.edu/athletics.

Sherwood Athletic Center, the main athletic complex, has been completely renovated as of August 2009. It features a 1,200-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 six outdoor courts.

Baker Ferguson Fitness Center offers a 10,000-square-foot fitness center, and the Paul and Louise Harvey Aquatic Center features a 30-meter swimming pool.

Baseball games take place at 3,000-seat Borleske Stadium, which also includes an indoor 3 tunnel batting cage. The golf team practices at 18-hole Memorial Golf Course, the Walla Walla Country Club, and Wine Valley Golf Club. The Whitman Athletic Complex hosts the men's and women's soccer and the women's lacrosse 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 advocating for student needs and planning all-campus activities and programs, ASWC is responsible for oversight and budget allocations for the Whitman Events Board, *The Pioneer* weekly newspaper, radio station KWCW-FM, and more than 50 student clubs and media groups.

Campus clubs 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 whit.mn/clubs.

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 eight 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 SOS Clinic, Helpline, Humane Society, 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 four 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 website: www.whitman.edu/academics/academic-resource-center/handbooks-planners-and-resources/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/righttoknow. 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 Bridget Jacobson in the Dean of Students' Office, Memorial Building 325.

Title IX – a short and simple law

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” Any person

in the campus community who believes that they or another person has been subjected to discrimination or harassment based on gender should discuss his or her concerns with the Title IX Administrator. For further information contact Juli Dunn, Memorial Building 325, dunnjl@whitman.edu. See the Grievance Policy for faculty, staff and students:

www.whitman.edu/Documents/Offices/Human%20Resources/grievance.pdf

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 also are considered.

Although approximately 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 44 percent of current students demonstrate financial need and approximately 75 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 only apply for Regular Decision. 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 20 for Early Decision I, February 1 for Early Decision II, April 1 for Regular Decision candidates, and April 20 for Regular Decision transfer candidates.

The application deadline for spring semester is November 15. The notification date is December 10.

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 five 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 500 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 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 also must complete the Whitman Supplement.

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* available via the Common Application.
- 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.) This fee will also be waived for applicants who submit the Common Application by December 1.
- VII. Scores on *either* of the following tests: the SAT I (Scholastic Assessment Test), administered by the College Board, or the ACT, administered by the American College Testing Program.
 - a. *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.)
 - b. *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* is available via the Common Application.

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, 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) or the International English Language Testing System (IELTS). A TOEFL score of 560 (for the paper-based exam) or 85 (for the Internet-based exam) is required. The minimum IELTS score required is 7.0.

- 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. To apply for financial aid, international students must complete and submit the CSS Profile application by January 15.

The following guidelines also apply:

- I. The SAT I, administered by the College Board, or the ACT, administered by the American College Testing Program, is not required of applications who reside in countries where those tests are not available.
- II. The TOEFL OR IELTS can be waived for international applicants whose first language is English or if the primary language of instruction at the secondary school attended has been English.
- III. Early Decision or spring term admission is not an option for international students unless financial aid is not a consideration.
- IV. 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.

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 paid by February 15 and is nonrefundable. The deposit for Regular Decision First-Year admission candidates must be paid by May 1, the National Candidates Reply Date, and is nonrefundable. For transfer students, the deposit must be paid by May 20. 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.

Gateway Program with Walla Walla Community College

The primary purpose of the Gateway Program is to encourage low income and first generation, as well as other Walla Walla Community College students from diverse backgrounds, to pursue a liberal arts education at Whitman College.

To participate in the program, students must demonstrate the ability to meet the rigors of academic work at Whitman College. Students must be nominated by the Multicultural Coordinator and Vice President of Instruction at Walla Walla Community College for enrollment in the program. The nominee must submit an application to the Whitman Admission Committee and be approved by the committee for entrance into the program.

Participants enroll in one or two classes at Whitman College after their fourth quarter at Walla Walla Community College. These participants will then be considered for admission to Whitman College as full-time degree candidates after successful completion of their sophomore year. Participants complete a reduced class load at Walla Walla Community College while attending Whitman College during the trial period. The reduced load will be such that the participant will continue to receive financial aid at Walla Walla Community College. The courses at Whitman will apply to graduation requirements at both institutions and will be paid for by Whitman College.

If the Whitman Admission Committee finds the Gateway Program participant academically successful at both colleges, the participant will be given special consideration for admission to Whitman College as a regular degree-seeking transfer student under the provisions outlined in the operating agreement.

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	\$47,490
ASWC (student association).....	\$372
Board (Meal Plan C).....	\$6,402
Room (standard rate)	\$5,508
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 \$61,172 a year.

Payment of Charges

Charges are due and payable prior to the beginning of each semester; mid-August for the fall semester and early January for the 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. An online electronic payment option is available for credit card or electronic checks. Please see the Business Office Student Accounts website, www.whitman.edu/content/business_office/stuacct, for current information.

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 set-up 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 email notices 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):	\$23,745
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Special tuition (per credit, up to 8 credits per semester):	\$1,979
<i>Note: This does not provide for regular student programs, course fees, etc. (see “Special students” and “Nondegree-seeking students” under Classification of Students).</i>	
Auditor’s tuition; per credit:	\$989

Resident Meal Plans

Whitman College has contracted with Bon Appétit to oversee campus food service in recognition that food holds great power and importance. Dining rooms are gathering places. Breaking bread together helps to create a sense of community and comfort. Bon Appétit’s kitchen philosophy is simple. Food is cooked from scratch using fresh, authentic ingredients in their simplest, most natural form. Freezers are small, and deliveries of fresh produce and whole foods are big. Local and seasonal products are purchased to bring food alive with flavor and nutrition.

At Whitman, living in campus housing requires that a student be on a meal plan meeting specific criteria which varies according to the specific residence. 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 purchase a meal plan. Four semesters of on-campus living are required. Students living in North Hall or Tamarac House have restricted options available to them that are not available to other students.

The College allows students to log into their personal myWhitman account to view their assigned meal plan or Flex dollar balance. Students that are required to have a meal plan are automatically assigned to Meal Plan B (Plan D if living in North Hall) at the end of August. Changes to meal plans can be made at my.whitman.edu/students until the first Friday after classes start each semester.

Meal plans start when students are first allowed into their rooms and are not active when college is not in session except for Thanksgiving Break where meals are served through Wednesday dinner.

Plans A, B, and C are each designed to provide more than enough meals and food for nearly all students and, by design, may provide more meals than many students require. Meals that a student misses or has left over at the end of the semester have no value and are not refundable. Plans A, B and C meet the meal plan requirement for any on campus residence. 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 Bars. Please note for meal planning purposes a semester usually has about 111 board days with approximately 330 meals possible if one were to be on campus and go to every meal.

Plan A: The Ultimate Flex Block Plan

160 meals plus \$500 Flex dollars per semester, available to all students, (\$3,318 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 Bar.

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 school year and are not refundable. Students who wish to eat more meals or buy more food in the Café may add additional Flex dollars in increments of \$50.

Two optional additions to the Ultimate Flex Block Plan are:

- Plan A with \$650 Flex: 160 meals per semester plus \$650 Flex dollars per semester (\$3,468 per semester).
- Plan A with \$800 Flex: 160 meals per semester plus \$800 Flex dollars per semester (\$3,618 per semester).

Plan B: The Flex Block Plan

220 meals plus \$150 Flex dollars per semester, available to all students (\$3,186 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, Café '66, Café '41 in the library, or the Espresso Bar.

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 school year 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 (\$3,336 per semester).
- Plan B with \$450 Flex: 220 meals per semester plus \$450 Flex dollars per semester (\$3,486 per semester).

Plan C: The Traditional Plan

21 meals per week, available to all students (\$3,201 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. 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 (\$3,351 per semester).
- Plan C with \$300 Flex: 21 meals per week plus \$300 Flex dollars (\$3,501 per semester).

Flex Dollar Discounts

Flex dollars enjoy three major benefits: They are available to all students, not subject to the 8.9 percent Washington State sales tax and when used to purchase "all you care to eat" meals in Prentiss, Jewett, and Lyman dining halls students enjoy special discounted Flex dollar prices:

Breakfast:

- Retail Cash or Student Charge price \$8.00 (*including tax*)
- Flex dollar discount price \$7.00—
You save \$1

Lunch:

- Retail Cash or Student Charge price \$11.00 (*including tax*)
- Flex dollar discount price \$9.00 —
You save \$2

Dinner:

- Retail Cash or Student Charge price \$13.00 (*including tax*)
- Flex dollar discount price \$10.00 —
You save \$3

To add Flex dollars to your card simply log into your personal myWhitman account at any point during the semester. Deposits, in \$50 increments, will be charged to your student account. Flex dollars may be purchased at: my.whitman.edu/students. 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 school year and are not refundable.

Restricted Meal Plans and Flex Dollars

The following meal plans are restricted to specific living situations or class standing. These meal plans do not meet the minimum required meal plan for those students living in resident halls except as noted below.

North Hall Option: Restricted

160 meals per semester, available only to residents of North Hall (\$2,480 per semester). The North Hall option is restricted to students living in North Hall. 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. This meal option does not

meet the minimum requirements for most students living in other campus residences, except for those who have already lived on campus for four semesters and choose to remain in campus housing where a meal plan is required.

Meals may only be used for the benefit of the cardholder and are not transferable to others. Flex dollars (if purchased optionally), 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 school year and are not refundable. Students who wish to customize this option may add additional Flex dollars in increments of \$50.

Two optional additions to the North Hall Option are:

- Add \$150 Flex: 160 meals per semester plus \$150 Flex dollars (\$2,630 per semester).
- Add \$300 Flex: 160 meals per semester plus \$300 Flex dollars (\$2,780 per semester).

Tamarac House Flex: Restricted to Residents Only

\$1,100 Flex dollars per semester available only to Tamarac House residents. Students choosing to live in Tamarac House must select the Tamarac House Flex option each semester in order to meet minimum meal plan requirements. All other resident meal plans are also available to Tamarac House residents. Tamarac House Flex dollars are not an option for students living in any other campus residence. Flex dollars remaining at the end of spring semester will not carry over to the next school year 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 housing selection for the following 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 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, Tamarac and the Interest Houses, each student, per semester:	\$2,754
Single room rate in any residence hall, per semester:	\$3,475
Room rate in College House each student, per semester:	\$3,180

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 <i>Admission Credentials</i>): Due when application is made and nonrefundable.	\$50
Enrollment Deposit (see <i>Admission Provisions</i>): 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.	\$300
I.D. Card (on replacement):	\$15

Health Center Fees (see Welty Center - Health Services)

There is no charge to students for basic medical, nursing, or overnight care at the Health Center. However, laboratory studies, X-rays, and physician visits made at outside facilities are the student’s responsibility. The Health Center services are available to all degree-seeking students. The college will charge for all physical examinations for overseas study, Peace Corps, or other institutions. The college will charge for prescription medicines, vaccines, laboratory tests done in the center, and services provided above those normally available.

Associated Student Government Fee (Mandatory)

Full-time, on-campus student, per semester: \$186

Off-Campus Study Fee

For students participating in off-campus studies during the fall semester, spring semester or academic year (either study abroad or U.S. Partner Programs) Whitman charges Whitman tuition for the tuition fee during their Off-Campus Studies (OCS) semesters, plus the relevant program’s room and board fees, as well as other mandatory program fees, such as required international medical insurance. Additional costs that the student may be charged directly by the OCS program may include special course fees, optional program excursions, and housing/key deposits. For details, please see the OCS website at www.whitman.edu/ocs.

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 other 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 17 through day 21:	40%
Day two through day 11:	80%	Day 22 through day 26:	20%
Day 12 through day 16: 60%	After day 26:	No refund	

Off-Campus Studies Refund Policy

If a student withdraws from an off-campus studies program, any refund of tuition will be based on Whitman's standard refund schedule using the first day of classes on the off-campus studies program as day one for calculating the refund. Refunds of off-campus studies room and board fees will be based on the refund (if any) provided by the off-campus studies program itself. Any refund to a student of a program’s tuition or room and board fees will be further limited to the amount originally charged by Whitman College. Withdrawal from such programs may also impact a student’s financial aid. Financial aid recipients should contact the Whitman Office of Financial Aid Services to determine the extent of that impact.

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:	<u>\$27,834</u>
Jane's scholarship for the semester:	<u>\$10,000</u>
Jane's federal aid for the semester:	
Subsidized Stafford Loan:	\$2,250
Parent PLUS Loan:	\$6,000
Federal Perkins Loan:	\$750
Total:	<u>\$9,000</u>
Refunded to federal programs:	<u>\$4,320</u>
(\$9,000 x 48%)	
Subsidized Stafford Loan:	\$2,250
Perkins Loan	\$750
Parent PLUS Loan	\$1,320
Total refunded to federal programs:	<u>\$4,320</u>

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 | 6. Federal Supplemental Educational Opportunity Grant |
| 2. Subsidized Federal Stafford Loan | 7. Iraq and Afghanistan Service Grant |
| 3. Federal Perkins Loan | 8. Other federal, state, private, or institutional sources of aid |
| 4. Federal PLUS Loan | 9. The student |
| 5. Federal Pell Grants | |

For students who receive Washington State Need Grant, refunds are calculated independently of federal aid. If the last date of attendance occurs after 50 percent of the term, the state grant award is considered 100 percent earned and no refund is necessary. Grant refunds are prorated according to the state's Grant Repayment Calculator for withdraws occurring before the 50 percent mark.

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 \$24 million last year in support of student financial aid.

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, College Bound Scholarships, and state work-study 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 (both merit and need-based) 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 are 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 Website).

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.

Filing Deadlines

Students should file a Profile and a FAFSA according to the schedule below. If you are late applying for financial aid, you could be put on a waiting list for scholarship.

CSS Profile (for Whitman Need-Based Scholarship):

- Early Decision I candidates and Spring semester Transfers submitted to CSS by November 15
- Early Decision II candidates submitted to CSS by January 5
- Regular admission candidates submitted to CSS by January 15
- Fall semester Transfer candidates submitted to CSS by March 1

- Returning students submitted to CSS by April 15
- Returning students must complete their financial aid file by May 1, including tax returns. See below.
- The Profile must be submitted online at www.collegeboard.org.

Whitman's CSS code is **4951**.

FAFSA (for Federal and State Aid):

- All students should file the FAFSA as soon as their parents (in the case of dependent students) or the student (in the case of an independent student) file the previous year's tax return — but no later than May 1.
- The FAFSA should be submitted online at www.fafsa.ed.gov. If both the student and at least one parent have a FSA ID, they may use the FSA IDs to sign the form online. Otherwise, the signature and certification page need to be printed out, signed, and submitted to the federal processor.
- We highly recommend that you use the IRS Data Retrieval tool on the FAFSA. It will automatically populate the income questions with IRS data from your last tax return.

Whitman's federal code is **003803**.

Income Tax Returns:

Income tax returns are not required of all need-based aid applicants, but if your parents are self-employed or own a business, we may request a complete copy of their most recent federal tax returns including all schedules, W-2s, and business returns. All requested tax documentation must be received by May 1.

Late applications will be considered and additional offers made to late applicants only to the extent that aid funds are available.

Financial Aid Probation

In order to receive financial aid funds from Whitman College, the federal government, and the state of Washington, students must make satisfactory academic progress (SAP) toward completing his or her degree.

Satisfactory academic progress includes 1) completing a minimum number of *cumulative* credits; 2) maintaining a minimum *term and cumulative* grade point average; and 3) completing a degree within a reasonable period of time.

I. Minimum credit requirement

All students receiving financial aid must **complete at least 66.66 percent of the cumulative credits** that they attempt **each semester**, in order to maintain satisfactory academic progress.

Note: Recipients of Washington State aid must successfully complete 50% or more of their attempted credits each semester. Completing less than 50% of attempted credits will trigger immediate suspension of state aid eligibility. Any less than 100% completion will result in the student being placed in a warning/probationary status for the following semester.

During the warning/probationary period for state aid, the student is expected to complete 100% of attempted credits; if not, suspension of state aid will ensue, with the possibility for appeal. If approved for an additional semester of state aid probation, the student could receive aid for one more semester, again with the expectation that 100% of attempted credits be completed. If the student fails to complete 100% of attempted credits in this probationary semester, the student will no longer be eligible to receive state aid.

II. Minimum term and cumulative grade point average

Students must earn a **minimum GPA of 1.7 each semester** and a **minimum cumulative GPA of 2.0 during their second semester at Whitman and subsequently**. Transferred credits, including those received during foreign or domestic off-campus study, do not count in the calculation of the cumulative and term grade point average, but they are included in the calculation of both attempted and completed credits.

III. Maximum time frame

Whitman scholarships are awarded for four years (the equivalent of eight semesters in total). In order for a student to finish his or her degree within the four years, at least 31 credits or more should be finished each year. Transfer students will be eligible to receive institutional scholarships based on the class standing they are assigned upon admission and evaluation by the registrar's office (i.e., a junior transfer student will have two years of scholarship eligibility). Students are eligible to receive federal and state financial aid until they have **attempted a maximum of 150% of the minimum number of credits required for the degree** (186 credits), **or completed all the requirements to receive their degree.**

Students who do not meet the above standards will be placed on Financial Aid Probation. 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.

Please note: These policies govern financial aid and do not have any bearing on your Whitman academic standing as they are separate policies. The College's catalog has more information on academic requirements.

General Whitman Scholarships

Whitman scholarships, awarded by the college (one-half each semester), are gifts which are credited to the recipient's tuition, 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, Washington State Need Grants, and College Bound Scholarships 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 Direct Loans, 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 Direct Loan program may be need-based or non-need-based. Within a 10-year period following college attendance, the student is obligated to repay the loan with a minimum monthly repayment of \$50. As of July 1, 2015, new subsidized and unsubsidized Direct loans will have a fixed interest rate of 4.29 percent (interest rates are subject to change).

Students may borrow private or alternative loans to help with their educational expenses, when the amount of their financial aid does not meet their required level of funding.

Several major banks and lending institutions offer private loan programs. The interest rates and applicable fees vary, and we suggest that students and parents carefully read the information provided about the loans before making a decision about which loan program to choose.

Interest on the loans is the responsibility of the family throughout the life of the loan, but may be deferred along with the principal until the student leaves higher education. The Office of Financial Aid Services welcomes your questions about private loans, and will be happy to assist you with the application process.

Short-term loans are available through the Student Accounts 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 website at www.whitman.edu/student-life/student-engagement-center

Named Scholarship Funds

Thanks to the generous support of Whitman alumni and friends, the college awards more than \$24 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:

10th Reunion	Jay W. and Gladys Blair	Class of 1951
25th Reunion	Grant S. and Etta S. Bond	Class of 1953 – Middle Income
40th Reunion	E. Herbert Botsford	Class of 1955
50th Reunion	Boyce Family – Premedical	Class of 1958
Terry Abeyta – Hispanic	Arthur Boyer	Class of 1959 Centennial
Thomas R. Adkison	Stephen J. Boyles	Class of 1961
Judge David H. Allard	Emma Jane Kirsch Brattain – Music	Class of 1962
Mildred Ebrel Allison	Robert Bratton – Olympia High School	Class of 1964 – Middle Income
Alumni Fund	Robert H. and Mary Reed Brome – Senior Women	Class of 1968
William C. and Jessie Robbins Ammon	Lorraine G. Bronson	Class of 1969
Alexander Jay Anderson	James A. and Mary Ellen Gowing	Class of 1970 – Junior/Senior
Charles E. and Margery B. Anderson	Broughton – Music	Class of 1981
Gordon Shaw Anderson	Brown and Coleman Family	Class of 1983 – Study Abroad
Louisa Phelps Anderson	John S. Browning, Sr.	Class of 1988 – Senior
William and Jeanie Anderson	Robert and Lynn Brunton Family	Class of 1996
John Stirlen Applegate – Teaching	Emory Bundy	Richard H. Clem
Frances Jane Ford Baggs – Montana	Adam M. Burgener	Richard H. Clem and Arthur Metastasio
William H. Bailey – Music	Burgess Family – Minority Students	Clarence and Lois C. Cleman
Baker Boyer Bank	Robert B. Burgess	Maurine Clow – Montana
Dorsey S. Baker	Thomas Burke	John P. Clulow
Frances Paine Ball – Art	Burlington Northern	Helen M. Cole and Marie DuBois
George Hudson Ball	Byerley International Students	J.M. Coleman
Robert S. Ball	Barbara Hanley Campbell–Roosevelt High School	John Cyril and Mary Alexander Coleman
Robert S. and Julia Sims Ball Family	Richard L. and Alan K. Campbell	Wayne A. and Eileen Cummins Collier
Dorothy Fiala Beaupré – Drama	Dr. Thomas M. Campbell	Comstock Scholars
David Beegle – Environmental Studies	Hugh S. Cannon Foundation	Connell Family
Peter G. Behr	Cecil V. and Helen R. Carpenter	Vern Conrad – Music
Lilith J. Bell and Nancy Bell Evans – Music	Bob Carson	Cordes Family – Music
Henry Bendix – Music	Forrest C. and Willena Long Cation	Jean Cordiner
Donald L. and Anne A. Bentley – Math	Iva I. Cauvel – Women	Elmer G. and Ethel H. Cornwell
Erma Jo and Wade Bergevin	Loretta M. Caven	Pauline Corthell
Erik E. and Edith H. Bergstrom Foundation	Wayne Chastain	Cottle Family
William E. Berney – Drama	Joseph Chulick Jr. – Music	Steve S. Cover
Augusta W. Betz	Susan E. Clark	Frederick R. Cowley
Jacob Betz	William S. and Ella S. Clark	Susan Dee Cox
Jacob Betz, Jr.	Class of 1926	Peggy and Scotty Cummins
Agnes M. Bigelow	Class of 1930	G. Dudley and Lois Dambacher
Russell A. Bigelow	Class of 1945 War Years	Damon Family – English/History
Blackburn Sisters	Class of 1949	J. Leland Daniel
		John M. Davis – Pre-Engineering
		Christina M. and Peter A. Dawson Family

Ann Longton Day	La Verne Mansfield Hagan and Paul Hagan	Grace Lazerson
David M. Deal	Edwin T. Hanford	Cynthia Ann Lechner
Bill Deshler	Hansen Family	Marion LeFevre – Foreign Language
Deshler Family	Julia Crawford Harris – Music	Mary Emily Winters Legge
Kenneth A. and Elizabeth Dick Award – Idaho	Haruda Science Scholars	Miriam Edwards LeRoux – Music
Ethel Means Dickson	Hasbrouck Family	Ferdinand Libenow – American Indian
Daniel J. and Elizabeth Story Donno	Jeannette Hayner – First-year Female	Robert C. Lile
Arthur F. Douglas	Hearst Foundation	Iris Myers Little and Agnes Little
William O. Douglas – Valedictorian	Carroll and June Heath	George Solomon and Thomas Livengood
Dow-Bainbridge	Irma Grace Kester Henderson and Chester G. Henderson	Helen McAuslan Logan-Schneider
Frederick Dudgeon	Margaretta Herbert	Fred P. and Miriam Lincoln Loomis
Harold E. Dupar, Jr. – Foreign Students	Mary Olive Evans Higley	Harry C. Luft – Colville, Washington
Kim Dupuis	Mary Olive Evans Higley – Music	Tristram S. Lundquist
Earl Dusenbery	Ida Belle Martin Hoegh	Bertha C. MacDougall – Voice
Jeanne Eagleson and John V. Gray	Harold F. and Olga Johnson Holcombe	Angeline M. Malloy – Music
Edward Eben	Laura and John Hook - Mathematics	William Mantz
Richard S.F. Eells	Thomas Howells	H. Archie and Christina Marshall
Thomas H. Elliott	James Fee Huey	Ann Inman Martin – Idaho
Gary R. Esarey	Richard and Dorothy Hundley – Music	C.W. “Bill” Martin, Sr.
Myrtle E. Falk	Harrison Harden Hungate	Suzanne L. Martin
Edward L. Farnsworth – Wilbur, Washington Area	Bradley J. Hunt – Merit	Stephen H. Mathews
Barbara Sommer Feigin	Hal and Cora Dee Hunt	Nancy Ellis Mathiasen – Women
Milton W. and Lucile E. Field – Teaching	Hunter International	Chester C. Maxey – Beta Theta Pi
John Freeman Fike – Bellevue High School	Vie Illona Hopkins Husted – Music	Gertrude Maxwell
First Opportunity	Bonnie Jean Hyre – Music	Mary Elizabeth Cottrell May and Michael May
John J. Fisher	Harold and Gertrude Jackson – Study Abroad	Ruth C. McBirney
Floyd W. Fitzpatrick – Walla Walla Area	Robert W. Jamison – Premedical	F. James and Jayne S. McCarthy
Fitzpatrick Family	Richard and Alvia S. Jansen	Helen Lanier McCown and William Lanier McCown – Prelaw
Ben Flathers	Arthur Payne Jaycox	Edna McEachern – Music
Harold and Annaliese Fleharty	Sarah Delaney Jenkins	McFadden Family – Science/Math
Forbes-Jacobs – History	Barbara Sterne Jensen	McKay Clise Family
Nancy Morrison Frasco	Jeffrey L. Johnson	McMurchie Family
David W. Gaiser – Premedical	Robert L. Johnson and Linda D. Klein	Russell F. and Margaret Gibbs McNeill
Thomas Val Gaisford, Jr. – Asian Studies	Jean Jaycox Jones	McNellis Family
Robert E. Gardner	Melinda S. Jones	William and Loran Meidinger
Fay and Mary Garner	Nettie Langdon Jones	Memorial Scholarship
Kenneth E. and Vivian C. Garner	Keane Family	Annie Carter and Albert Metcalf
Paul Garrett	Isabelle Welty Keith	NaShuntae Pleasant-Miles – Special Needs
William H. Gates, Sr.	Carleton H. and Carolyn M. Kelley	Roland E. Miller – Music
Ralph Gibbons	Beverly J. Kellogg	Russell T. Miller
Gary and Cheryl Gibson	John G. Kelly	Sandra Miner, M.D.
Michael and Susan Gillespie – Science/Premed	John G. and Martha M. Kelly	W.L. and Dorothy Minnick
Lionel C. and Dorothy H. Gilmour	David D. and Maureen E. Kennedy	Frank G. and Sally Taylor Mitchell
Gordon E. Glover	Mohammed Nasir Khan – International	Laura M. and Orla L. Moody
Dr. Harry B. and Gertrude Goodspeed	Judd D. Kimball	Robert L. and Elsie P. Moore
Roy Goodwin	Snyder and Ingrid King	Joseph O. Mount
Elmina E. Graham	Margaret Gentry Kirk	Kit Sheehan Muller
Robert W. Graham	Mary Jane Kirk	L.T. Murray Foundation
Robert W. and Margaret J. Graham	Margaret Bradford Kittel – Art/History	Charles and Patricia Nelson/Great-West Life – Colorado/Washington/Oregon
John Gravenslund	Rodney Phelps Kittel – Music/Physics	Carla and Dean Nichols – First Generation
George H. Grebe – Portland	Marion Klobucher – Teaching	Nontraditional Student
Paul R. Green	Virginia Lee Knight	Northrup Family
Dr. Albert Wright Greenwell – Premedical	Ralph and Vivian Knudsen	Edward R. and Dorothy J. O’Brien
William E. and Harriet A. Grimshaw – Medicine/Law	Laura Rodgers Hook Kurtz	William L. and Kathryn Williams O’Brien – Science and Economics
Leland B. Groezinger, Jr. – Economics	Amy Jane Reichert Ladley – Kappa Kappa Gamma	Paul O’Reilly
Mixail Petrovich Gromov – Foreign Language Students	Gerald DeRoss Ladley – Sophomore	Harold Ottesen
John J. and Stella A. Gurian	James Lamar	Frances Penrose Owen
	Lange Community College Spark	Edward A. Paddock
	Henry G. Laun	

Roy Ross Painter	Mary Ann Moren Ringgold – Music	Samuel and Althea Stroum
Paul Panagakis	Victor and Nora Robart	George II and Myrtle Bond Struthers
Parents Fund	Charles W. Rosenberry II and Lanora Welker Rosenberry	Elbridge and Mary Stuart
Parents Fund – Diversity	Rotary Club of Walla Walla	Richard K. Stuart
Ida S. Parkinson	Orrin Sage	Joseph L. Stubblefield Trust
Elizabeth Jones Parry – Music	Catherine, Matilda, and Elizabeth Sager	W. Price and Ruth S. Sullivan
B.F. Parsons	Salzman-Medica – Speech and Debate	Norm and Lynn Swick – Special Needs
Mildred H. Patterson – Utah	Bessie Sandon	Sumio and Mii Tai
Robert Patterson – Sociology	Fredric F. Santler	Edmund Taylor
Sara Lloyd Pekarsky and Abraham L. Pekarsky	Josephine and Arthur Sargent	Lucille M. Thomas
Sara Lloyd Pekarsky and Abraham L. Pekarsky – Jewish Students	Kenneth and Martha Philips Schilling – Vocal Music	Frank and Lillian Thompson – Teaching 3-2 Engineering
Mary S. Penrose	Marie Schmidt	Agnes Stephanson Tibbits – Women
J. Logan and Ivy Wadsworth Peringer	David and Alma Schoessler	Winton A. Ticknor
Joseph Hartshorn Perry	Sigmund and Rose Schwabacher	Ed and Rosa Viola Tucker
Howard S. Pfirman	John M. Scott	Sherrel Tucker
Phi Delta Theta	Gordon Scribner	Robert Tugman
Phi Delta Theta – honoring Fred Wilson	Security Pacific Bank	Guy M. Underwood
Grace F. and Andrew J. Phillips – Olympia High School	Senior Fund	Nathaniel W. and Bessie O. Usher
Grace Farnsworth Phillips	Esther and Delbert Shannon – Yakima/Prosser	Dean and Esther Vail
Phillips, Wade, and Cronin	Donald Sheehan	Victor Family
Harold Allen Piper	Harold L. and Helen M. Shepherd	William E. Wadsworth
Jack Coleman Pitts and Dorothy De Simone Pitts – study abroad	Cameron and Marion Sherwood – Politics	Marjorie E. Ward
Sarah Jane Polk	Claire Sherwood – Women	James Prentice Warner and John Leigh
Wallace M. Pollard	Donald and Virginia K. Sherwood	J. Walter and Katherine H. Weingart
Arthur G. Ponti	Gene Kelly Sherwood	Maurice and Gale Weir - Mathematics
Estelle Powell	Anna Ennis and Walter Guest Shuham	Dr. Robert Welty and Eva Roberson
Helen Tower and Helen Torrey Pratt	Robert and Nadine Skotheim	Mary F. and Sarah Wheeler
Burrill L. Preston, Jr.	Emma A. Smith	Velma Harris Whitlock
John P. Privat	J. Malcolm “Mac” Smith – Political Science	Whitman Alumni Association
Dr. William E. and Lorraine Purnell	Scott Bradford Smith – Study Abroad	Whitman Bridges
Arthur L. Raaberg	Ralph Waldo and Aimee Snyder – Business	Robert L. Whitner – History
Rachel Kester Rall – Female/Arts or Humanities	Marilyn Sparks – Theatre	Eunice V. Wiemer
Emelia and Freeman Ramsey – Music	Eliza Hart Spaulding	Jean D. Wilkinson – Minority Students
John T. Ramstedt	Spokane Area Ashlock Scholarship	J. Joy Williams
Yvonne Ravasse	Jane C. Staats	Robert Jack Williams – Music
Reader’s Digest Foundation	Charles F. and Elizabeth Greenwell Stafford – Prelaw	A.D. Wilson
Homer Reed	Marjorie Haddon Stansfield	Ron Witten
Dana M. Reid	Agnes C. Steere and David C. Campbell – Music	Edna Mae and Clare Woodward
Jamie Soukup Reid and William Reid	Barbara Holmes Stevens	George Woodward – Mathematics
Pete and Hedda Reid	David Stevens – Economics	Dexter K. Yamada – Chemistry
Esther Bienfang Richardson and Rosella Woodward Richardson – Piano	Mary J. Stewart	Robert and Jacqueline Young
Stephen L. Riddell		Augusta Wilsen Betz and Katharina Betz Zimmerman
		Carroll L. Zimmerman – Science
		Bertha H. Zoellner

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 \$14,000 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 \$15,000 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. 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 \$4,000 annually.

The **Paul Garrett Scholarships for Men** were created with a gift from the 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.

Pearson 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 Pearson Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Pearson 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.

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 \$13,000, 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, 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

Janice and Kim Abraham Student-Faculty Research	Hurlow Family – Environmental Studies
Abshire Research Scholar Award	Paul J. Jackson Award for Excellence in Literary Study
Bates Foundation Award – Wind Ensemble	Norman Klockman Award
Sheila Berger Prize in 3-2 Engineering	Cynthia Ann Lechner Biology Prize
Borleske Athletic Trophy	Brandon Bruce Lee Drama Awards
Mignon Borleske Athletic Trophy for Women	Dr. Albert Ripley Leeds Memorial Prize in Geology
J. Stanley Brode Memorial Biological Life Study Award	Chester C. Maxey Prize in Politics
David Campbell Award for Outstanding Senior Recitalist	Guthrie McClintic Drama Award
Connie Jill Carlstrom Endowed Award in Japanese Studies	McConn Awards – Theatre
Cherry Production Awards	Jan Mejer Award for Best Essay in Environmental Studies
Ely Chertok Award in Sociology	David Nord Award in Gay and Lesbian Issues
Class of 1986 Minority Student Award	Robert Norton Science Research Awards
Edith Blackman Merrell Davis Award	Louis B. Perry Student Art Awards
Delta Gamma/Hattie Fry Greek Leadership Award	Louis B. Perry Summer Research Awards
Russell J. DeRemer Award for Outstanding Involvement in Student Affairs	Laurie Pitts Stage Manager Award
Dovell-Gose Speech Awards	Ronald V. Sires – Robert L. Whitner History Award
Adam Dublin Award for the Study of Global Multiculturalism	Jim Soden Student-Faculty Research Award
Myron Eells Prize in Northwest History	William W. Soper Prize in Philosophy
Executive Council Award for Outstanding Contribution to ASWC	Jean Morgan Stone Award – Theatre
Robert Y. Fluno Award in Politics	Unsung Heroes/Student Affairs Award of Merit
Robert W. Graham Award for Excellence in Student Leadership	Myrtle Melcher Vinson - Music
Gunsul Holmes One-Act Play	Arthur Belden Watts – Student Research
Ivar Highberg Award – Physics	James Albert and Bertha May Steers Winston Debate Award
Mary Highberg Award – Music	Jonathan Woodward Work Memorial Award
Robert R. Hosokawa Awards for Journalism Excellence	Wynn/Vernazza Award – Music
Bradley J. Hunt Memorial Award – Theatre	

The **Janice and Kim Abraham Student-Faculty Research** endowment provides research stipends for student-faculty teams composed of a female student and a faculty member of any gender to conduct summer research in the natural sciences and mathematics, including computer science.

The **Abshire Research Scholar Award** is awarded annually to professors and students having a need for assistance for research in their scholarly pursuits. They are selected by the ASID committee 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 Wind Ensemble members who display strong leadership skills.

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 with a summer research 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 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, Class of 1888, and Christopher Columbus Gose, Class of 1886, are 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 Emerita 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. The 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.

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 Winter Student Art Salon at Sheehan Gallery. A selection committee shall judge student artwork.

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 to the most outstanding senior philosophy major, to be selected by the faculty in the department and provides support for student research in philosophy.

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 of Instruction* section of the catalog. Administrative officers and staff personnel are listed in the back of this publication. This information was effective as of March 2014.

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., L.H.D., 1993-2005

George S. Bridges, Ph.D., 2005-2015

Kathleen M. Murray, Mus.D., 2015-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. For a list of members, see the Trustees Governing Boards website at www.whitman.edu/about-whitman/governing-boards/trustees.

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 more than 50 regularly elected members.

The Board of Overseers has the authority to exercise any power and perform functions delegated to it by the Board of Trustees, and to "take such measures as they shall deem necessary" for the development of the traditions and specific purposes of the college. The Board of Overseers has one annual meeting as well as smaller committee meetings each year. For a list of members, see the Overseers Governing Boards website at www.whitman.edu/about-whitman/governing-boards/overseers.

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 17,000 living alumni.

The association's activities are directed by a 14-member Board of Directors, elected regularly from among the alumni. Activities are coordinated through the college's Alumni Office, whose staff director is secretary 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, the Annual Fund, and the Student Engagement Center. Approximately 35 percent of alumni support the college financially. For a list of members, see the Whitman College Alumni Board website at www.whitman.edu/alumni/stay-involved/alumni-board

Ex Officio Members

President of the College
President of the Associated Students of Whitman College

Director of Alumni Relations
Immediate Past President of the Alumni Board

Academic Administration

Provost and Dean of the Faculty, Alzada J. Tipton
Associate Dean for Faculty Development, Lisa R. Perfetti
Associate Dean for Academic Affairs, Kendra J. Golden
Chair of the Faculty, Melissa W. Clearfield

Chair, Division of Social Sciences, Jason Pribilsky
Chair, Division of Humanities and Arts, Nicole Simek
Chair, Division of Sciences and Mathematics, James E. Russo

The Faculty

The general faculty consists of certain officers of the administration and all members of the active teaching staff. The teaching staff is organized as sub-faculties called divisions (see *Courses of Instruction*). The function of the divisional faculties is the consideration of divisional policies and the administration of the divisional curricula. The chair of each divisional faculty is the executive officer of that division, and is elected by vote of the respective faculties for a three-year term.

The first date within parentheses is the date of initial appointment to Whitman College; the second is the date of initial appointment to the present rank. Ranks given are those obtained in early September of the current academic year.

Faculty

- Michelle Acuff** (2007, 2013), Associate Professor of Art. B.A., Augustana College; M.A., M.F.A., University of Iowa.
- Sharon Alker** (2004, 2010), Associate Professor of English and General Studies. B.A., M.A., Simon Fraser University; Ph.D., University of British Columbia.
- Susanne M. Altermann** (2013, 2016), Lecturer of Biology. B.A., B.A., Ph.D., University of California, Santa Cruz.
- Paul Apostolidis** (1997, 2011), Professor of Politics and Judge and Mrs. Timothy A. Paul Chair of Political Science. A.B., Princeton University; M.A., Ph.D., Cornell University.
- Jakobina K. Arch** (2014, 2014), Assistant Professor of History. B.A., Wellesley College; M.Sc., Dalhousie University, Halifax, Nova Scotia; A.M., Ph.D., Harvard University.
- Renée E. Archibald** (2013, 2013), Assistant Professor of Dance. B.F.A., University of North Carolina School of Arts; M.F.A., University of Illinois, Urbana-Champaign.
- Thomas R. Armstrong** (2014, 2014), Assistant Professor of Psychology. B.A., Lewis and Clark College; M.A., Ph.D., Vanderbilt University.
- Susan Babilon** (1995, 2009), Senior Adjunct Assistant Professor of Foreign Languages and Literatures (German Studies). B.A., University of South Florida; M.A., Ph.D., City University of New York.
- Nicholas E. Bader** (2006, 2011), 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), Benjamin H. Brown Professor of Physics. B.S., Ph.D., University of Rochester.
- Susanne N. Beechey** (2008, 2016), Associate 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.
- Shampa Biswas** (1999, 2013), Paul Garrett Professor of Political Science. B.A., M.A., University of Delhi; M.A., Syracuse University; Ph.D., University of Minnesota.
- Pavel Blagov** (2009, 2015), Associate Professor of Psychology. B.A., Connecticut College; M.A., Ph.D., Emory University.
- Eunice L. Blavascunas** (2015, 2015), Assistant Professor of Anthropology and Environmental Studies. B.S., B.A., Evergreen State College; M.A., University of Texas, Austin; M.A., Ph.D., University of California, Santa Cruz.
- Jennifer Blomme** (2000, 2010), Senior Lecturer of Sport Studies; Head Swimming Coach. B.A., Grinnell College; M.S., Indiana University.
- Charly Bloomquist** (1995, 2012), Senior Adjunct Assistant Professor of Art. B.A., Alfred University; B.F.A., M.F.A., California Institute of the Arts.
- 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.
- Nathan E. Boland** (2012, 2012), Assistant Professor of Chemistry. B.A., Colby College; Ph.D., Johns Hopkins University.
- Matthew W. Bost** (2016), Assistant Professor of Rhetoric Studies. B.A. Willamette University, M.A., Ph.D., University of Minnesota, Twin Cities.
- Janis Breckenridge** (2008, 2012), Associate 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.
- Dana L. Burgess** (1986, 2013), Charles and Margery B. Anderson Endowed Professor of Humanities. A.B., Bard College; M.A., Ph.D., Bryn Mawr College.
- Shaun D. Cain** (2016), Visiting Assistant Professor of Biology. B.S., Florida Atlantic University; M.S., University of North Carolina, Chapel Hill.
- Allison Anne Calhoun** (2002, 2007), Associate Professor of Chemistry. B.S., Ph.D., University of Georgia.
- Melisa S.L. Casumbal-Salazar** (2012, 2012), Assistant Professor of Politics. B.A., Amherst College; M.A., University of Hawai'i (Mānoa); M.A., Ph.D., University of Hawai'i, Mānoa.
- Jessica A. Cerullo** (2012, 2012), Assistant Professor of Theatre. B.A., Hofstra University; M.F.A., Naropa University.
- Rachel Chacko** (2011, 2011), Assistant Professor of Music. B.A., Grinnell College; M.M., University of Nebraska; D.M.A., Ph.D., University of Colorado, Boulder.
- 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, 2013), Professor of Psychology. B.A., Middlebury College; Ph.D., Indiana University.
- Mitchell S. Clearfield** (2001, 2012), Senior Lecturer 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.
- Jonathan A. Collins** (2015, 2015), Assistant Professor of Chemistry. B.Sc., Allegheny College; Ph.D., Brock University, Canada.
- Jennifer Cohen** (2012, 2012), Assistant Professor of Economics. B.S., Florida State University; M.A., University of Arizona, Tucson; M.A., Ph.D., University of Massachusetts, Amherst.
- Arielle Marie Cooley** (2012, 2012), Assistant Professor of Biology. B.A., Pomona College; Ph.D., Duke University.
- Alissa A. Corder** (2013, 2013), Assistant Professor of Sociology. B.A., Bowdoin College; M.A. Ph.D. Brown University.
- John David Cotts** (2004, 2009), Associate Professor of History and Garrett Fellow B.A., Oberlin College; M.A., Ph.D., University of California, Berkeley.
- John Matthew Craig** (2016), Visiting Assistant Professor of Biology. B.A., College of Wooster; Ph.D., Johns Hopkins University.
- Dennis Crockett** (1992, 1998), Associate Professor of Art History and Visual Culture Studies. B.A., University of South Florida; M.A., Queens College; Ph.D., City University of New York.
- Matthew Crook** (2014, 2014), Visiting Assistant Professor of Biology. B.S., University of Birmingham, U.K.; Ph.D., University of Bristol, U.K.
- Jan P. Crouter** (1985, 1990), Associate Professor of Economics. B.S., The Colorado College; M.S., Ph.D., University of Illinois.
- Arash Davari**, Instructor of Politics. B.A., University of California, Los Angeles; M.A., University of California, Berkeley; M.A., University of California, Los Angeles.
- Sarah H. Davies** (2013, 2013), Assistant Professor of History. B.A., Middlebury College; M.A., University of Texas, Austin; Ph.D., University of Texas, Austin.
- Janet L. N. Davis** (2015, 2015), Associate Professor of Computer Science. B.S., Harvey Mudd College, M.S., Ph.D., University of Washington.
- Thomas A. Davis** (1987, 1993), Associate Professor of Philosophy. B.A., University of California-Santa Cruz; Ph.D., Vanderbilt University.
- Theresa Maria DiPasquale** (1998, 2013), Gregory M. Cowan Professor of English- Language and Literature B.A., University of Notre Dame; M.A., Ph.D., University of Virginia.
- Edward Ernest Dixon** (1990, 1994), Associate Professor of Music. B.M., M.M., University of Southern California; D.M.A., University of Cincinnati.
- Andrea K. Dobson** (1989, 1998), Associate Professor of Astronomy and General Studies. B.A., Whitman College; M.S., Ph.D., New Mexico State University.
- Heidi E. M. Dobson** (1992, 2007), Professor of Biology. B.S., B.A., Ph.D., University of California, Berkeley; M.S., University of California, Davis.
- Brian R. Dott** (2002, 2006), Associate Professor of History. B.A., University of Minnesota; M.A., University of Michigan; Ph.D., University of Pittsburgh.
- Frank M. Dunnivant** (1999, 2013), Professor of Chemistry. B.S., Auburn University; M.S., Ph.D., Clemson University.
- John W. Eckel**, Senior Lecturer of Sport Studies and Head Athletics Trainer. B.S., Canisius College; M.A., New York University.

- Stacy L. Edmondson** (2015, 2015), Assistant Professor of Mathematics. B.S., University of Redlands; M.S., Ph.D., Colorado State University.
- Robert Scott Elliott** (2004, 2010), Associate Professor of English. B.A., Vanderbilt; M.A., University of Colorado, Boulder; M.F.A., Columbia University.
- Tarik A. Elsewi** (2014, 2014), Assistant Professor of Film and Media Studies. B.A., University of California, Santa Cruz; M. A., Ph.D., University of Texas, Austin.
- Andrew S. Exley** (2016), Instructor of Computer Science. B.A., Carleton College; M.S., University of Minnesota.
- 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.
- Maria Fellie** (2016), Visiting Instructor of Spanish. B.A., Boston, University; B.A. Boston University; M.A., University of North Carolina, Chapel Hill.
- Michelle K. Ferez** (2001, 2009), Senior Lecturer of Sport Studies; Head Women's Basketball Coach. B.S., Eastern Montana College; M.E.A., Heritage College.
- Courtney E. Fitzsimmons** (2015, 2015), Assistant Professor of Religion. B.A., Boston University, A.M., Ph.D., University of Chicago.
- Patrick R. Frierson** (2001, 2007), Associate Professor of Philosophy and Garrett Fellow. B.A., Williams College; M.A., Ph.D., University of Notre Dame.
- Lydia C. Garas** (2016), Visiting Instructor of Biology. B.A, University of California, Davis; M.A., M.S., University of California, Irvine.
- Gary Lee Gemberling**, Visiting Assistant Professor of Music. B.M., Montana State University, M.M. University of Idaho.
- Rachel L. George** (2015, 2015), Assistant Professor of Anthropology. B.A., New York University; M.A., Ph.D., University of California, Los Angeles.
- Kendra J. Golden** (1990, 1996), Associate Dean for Academic Affairs (2013-); Associate Professor of Biology. B.S., Washington State University; Ph.D., Pennsylvania State University.
- Adam S. Gordon** (2012, 2012), Assistant Professor of English. B.A., University of Pennsylvania; M.A., Ph.D., University of California, Los Angeles.
- 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, 2013), Associate Professor of Chemistry and Garrett Fellow. B.S., Armstrong Atlantic State University; Ph.D., Georgia Institute of Technology.
- Moirá I. Gresham** (2011, 2011), Assistant Professor of Physics. B.A., Reed College; M.A., Cambridge University; Ph.D., California Institute of Technology.
- David R. Guichard** (1985, 2000), Professor of Mathematics. B.A., Pomona College; M.A., M.S., Ph.D., University of Wisconsin.
- Krista H. Gulbransen** (2014, 2014), Assistant Professor of Art History and Visual Culture Studies. B.A., University of California, Los Angeles; M.A., Ph.D., University of Virginia.
- Rebecca Roman Hanrahan** (2003, 2009), Associate Professor of Philosophy. A.B., Smith College; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Machelle Hartman** (2003, 2012), Lecturer of Chemistry. B.A., Walla Walla College; M.A., Antioch University.
- Heather A. Hayes** (2013, 2013), Assistant Professor of Rhetoric Studies. B.A., Trinity University; M.A., Texas State University. Ph.D., University of Minnesota.
- Denise J. Hazlett** (1992, 2007), Professor of Economics. B.A., Grinnell College; Ph.D., University of Minnesota.
- Donghui He** (2008, 2015), Associate Professor of Foreign Languages and Literatures (Chinese). B.A., M.A., Hebei University, China; Ph.D., University of British Columbia, Canada.
- Walter T. Herbranson** (2000, 2014), Professor of Psychology and Herbert and Pearl Ladley Endowed Chair of Cognitive Science. B.A., Carleton College; M.S., Ph.D., University of Utah.
- Kurt R. Hoffman** (1992, 2007), Professor of Physics. B.A., St. Olaf College; Ph.D., University of Georgia.
- Qiulei Hu** (2011, 2011), Assistant Professor of Foreign Languages and Literatures (Chinese). B.A., M.A., Beijing University, China; Ph.D., Harvard University.
- Douglas R. Hundley** (1998, 2004), Associate Professor of Mathematics. B.S., M.S., Western Washington University; Ph.D., Colorado State University.
- Monica Griffin Hunter** (2011, 2016), Senior Lecturer of Music. B.A., Texas Wesleyan University; M.M., Rice University; D.M.A., University of Michigan.
- Sarah E. Hurlburt** (2004, 2012), Associate Professor of Foreign Languages and Literatures (French). 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, 2014), Associate 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 (French). B.A., St. Olaf College; M.A., Ph.D., University of Chicago.
- Jack E. Jackson** (2013, 2013), Assistant Professor of Politics. B.A., Georgia State University; J.D., Cornell Law School; M.A., Ph.D., University of California, Berkeley.
- Katherine Jackson** (2007, 2014), Associate Professor of Biology. B.S., M.S., University of Toronto, Canada; Ph.D., Harvard University.
- Michelle Y. Janning** (2000, 2014), Professor of Sociology. Assistant Dean of the Faculty (2010-2013). B.A., St. Olaf College; M.A., Ph.D., University of Notre Dame.
- Michelle Jenkins** (2010, 2016), Associate Professor of Philosophy. B.A., Franklin and Marshall College; Ph.D., The University of Arizona.
- Emily E. Jones** (2013, 2013), Assistant Professor of German Studies and Environmental Humanities. B.A., Smith College; Ph.D., Harvard University.
- Douglas Henry Juers** (2003, 2010), Associate Professor of Physics and Garrett Fellow. A.B., Cornell University; Ph.D., University of Oregon.
- Marcus A. Juhasz** (2009, 2015), Associate Professor of Chemistry. B.A., Wittenberg University; M.S., Ph.D., University of California, Riverside.
- Timothy V. Kaufman-Osborn** (1982, 1992), Baker Ferguson Chair of Politics and Leadership. Interim Dean of the Faculty (2006-2007). Provost and Dean of the Faculty (2009-2014). B.A., Oberlin College; M.A., University of Wisconsin-Madison; M.A., Ph.D., Princeton University.
- Patrick W. Keef** (1980, 1993), William K. and Diana R. Deshler Chair of Mathematics. Dean of the Faculty (1996-2006). B.A., University of Oregon; M.A., Ph.D., Princeton University.
- Daniel W. Kent** (2016, 2016), Assistant Professor of Religion. B.A., Whitman College; M.A., Ph.D., University of Virginia.
- David H. Kim** (2013, 2013), Assistant Professor of Music. B.A., Cornell University; M.M., Yale University, School of Music; M.A., Harvard University; D.M.A., New England Conservatory of Music.
- Helen Kim** (2005, 2014), Associate Professor of Sociology. B.A., University of California; M.A., University of Chicago; M.S., Ph.D., University of Michigan.
- Bryn Kimball** (2014, 2016), Visiting Assistant Professor of Geology. B.S. University of Oregon; Ph.D. Pennsylvania State University.
- Leena S. Knight** (2007, 2014) Associate Professor of Biology. B.S., University of Illinois at Chicago; Ph.D., University of Washington.
- Thomas A. Knight** (2006, 2014), Associate Professor of Biology. B.A., Alma College; M.S., Eastern Michigan University; Ph.D., University of Washington.
- Kristen Kosmas** (2011, 2012), Assistant Professor of Theatre. B.F.A., Boston University; M.F.A., Brooklyn College.
- Christopher Leise** (2009, 2015), Associate 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.
- Justin Lincoln** (2010, 2016), Associate Professor of Art. B.A., Longwood College; B.F.A., Virginia Commonwealth University; M.F.A., California Institute of the Arts.
- Paul Luongo** (2012, 2012), Assistant Professor of Music. B.M.E., Stetson University; M.M., M.M.; Ph.D., The Florida State University.
- Maria C. Lux** (2016), Assistant Professor of Art. B.F.A., Iowa State University; M.F.A., University of Illinois, Urbana-Champaign.
- Timothy E. Machonkin** (2006, 2012), Associate 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, 2011), Associate Professor of English. B.A., University of Delhi; M.A., University of Rochester; Ph.D., New York University.
- Marian Manic** (2016), Instructor of Economics. B.A., Academy of Economic Studies, Moldova; M.B.A., University of South Carolina.
- Richard Martinez** (2012, 2016), Associate Professor of Art. B.F.A., Southern Oregon University; M.F.A., University of California, Davis.
- Lydia M. McDermott** (2013, 2013), Assistant Professor of Composition in General Studies and Director of the Writing Center. B.A., M.A., Ph.D., Ohio University.
- Charles Fremont McKhann** (1990, 2006), Professor of Anthropology. B.A., Whitman College; M.A., Ph.D., University of Chicago.
- Stephen W. Michael** (2016, 2016), Lecturer of Psychology. B.A., Elon University; M.A., Ph.D., University of Texas, El Paso.
- Gilbert Felipe Mireles, Jr.** (2003, 2013), Associate Professor of Sociology. B.A., Swarthmore College; M.A., M. Phil., Ph.D., Yale University.
- Amy Molitor**, Senior 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.
- Frederick G. Moore** (1991, 2005), Professor of Physics. B.A., Lewis and Clark College; Ph.D., Oregon Graduate Center.
- Jeanne Marie Morefield** (2000, 2014), Professor of Politics. B.A., Oberlin College; M.A., Ph.D., Cornell University.
- Suzanne Elizabeth Morrissey** (2008, 2014), Associate Professor of Anthropology and Interdisciplinary Studies. B.A., State University of New York; M.A., Ph.D., Syracuse University.

- Britney L. Moss** (2015, 2015), Assistant Professor of Biology and Biochemistry, Biophysics and Molecular Biology. B.S., Montana State University; Ph.D., Washington University in St. Louis.
- Rajesh K. Nayak** (2016), Visiting Assistant Professor of Chemistry. B.Sc., Utkal University, India; M.Sc., University of Delhi, India; M.E., Delhi College of Engineering, India; Ph.D., Colorado State University.
- Kirsten P. Nicolaysen** (2006, 2011), Associate Professor of Geology. B.A., Colorado College; M.S., University of Wyoming; Ph.D., Massachusetts Institute of Technology.
- Jeff W. Northam** (1997, 2009), Senior Lecturer of Sport Studies; Head Men's Tennis Coach. B.A., Whitman College; M.S., Boise State University.
- Gregory H. Ogin** (2013, 2014), Assistant Professor of Physics. B.A., B.S., B.S.E.E., University of St. Thomas; Ph.D., California Institute of Technology.
- Lauren E. Osborne** (2014, 2014), Assistant Professor of Religion. B.A., B.Mus., Lawrence University; A.M., University of Chicago.
- Erin Elizabeth Pahlke** (2012, 2012), Assistant Professor of Psychology. B.A., Wellesley College; M.A., Ph.D., University of Texas, Austin.
- Robert J. Parcels** (1982, 1988), Associate Professor of Economics. B.S., B.A., Boise State University; M.A., Ph.D., State University of New York at Binghamton.
- Timothy H. Parker** (2006, 2014), Associate Professor of Biology. B.A., Clark University; M.S., Kansas State University; Ph.D., University of New Mexico.
- Nicholas M. Parmley** (2013, 2013), Assistant Professor of Spanish. B.A., Westmont College; M.A., University of California, Irvine. Ph.D., University of Minnesota.
- Kaitlyn G. Patia** (2016), Visiting Instructor of Rhetoric Studies. B.A., Northwestern University; M.A., University of Minnesota, Twin Cities.
- Nathaniel E. Q. Paust** (2009, 2015), Associate Professor of Astronomy. B.A., Whitman College; M.S., New Mexico State University; Ph.D., Dartmouth College.
- Lisa R. Perfetti** (2012, 2012), Associate Dean for Faculty Development (2012); Professor of French and English. B.A., University of Michigan, Ann Arbor; M.A., Ph.D., University of North Carolina, Chapel Hill.
- Lyman P. Persico** (2015, 2015), Assistant Professor of Geology and Environmental Studies. B.S., University of Vermont; M.S., Ph.D., University of New Mexico.
- Christopher Petit** (2005, 2011), Associate Professor of Theatre and Garrett Fellow. 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.
- Nicole S. Pietrantonio** (2012, 2012), Assistant Professor of Art. B.S., Vanderbilt University; M.A., M.F.A., University of Iowa.
- Riikka K. Pietiläinen-Caffrey** (2014, 2014), Visiting Assistant Professor of Music. B.F.A., Coty College of New York; M.M., D.M.A., University of Colorado.
- Nelly R. Pilares-Manrique**, (2016), Visiting Assistant Professor of Spanish. B.A., National School of Fine Arts, Arequipa, Peru; M.A., University of Minnesota; Ph.D., University of Minnesota, Twin Cities.
- Kevin R. Pogue** (1990, 2005), Professor of Geology. B.S., University of Kentucky; M.S., Idaho State University; Ph.D., Oregon State University.
- Jason C. Pribilsky** (2003, 2009), Associate Professor of Anthropology and Interdisciplinary Studies. B.A., Whitman College; M.A., Reed College; Ph.D., Syracuse University.
- Matthew William Prull** (1999, 2015), Professor of Psychology. B.A., San Jose State University; M.A., Ph.D., Claremont Graduate University.
- Maryna Ptukhina** (2016), Instructor of Mathematics. B.S., Kharkiv Polytechnic Institute, Ukraine; M.S., Texas Tech University.
- Mary L. Raschko** (2014, 2014), Assistant Professor of English. B.A., Georgetown University; M.A., Ph.D., University of North Carolina, Chapel Hill.
- Matthew Reynolds** (2008, 2014), Associate Professor of Art History and Visual Culture Studies. 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.
- Dalia Rokhsana** (2010, 2011), Assistant Professor of Chemistry. B.S., Jahangirnagar University, Bangladesh; Ph.D., University of Montana.
- James E. Russo** (1989, 1995), Associate Professor of Biochemistry, Biophysics, and Molecular Biology. B.A., Illinois Wesleyan University; Ph.D., The Johns Hopkins University.
- Alvaro Santana-Acuña** (2015, 2015), Visiting Assistant Professor of Sociology. B.A., University of La Laguna, Spain; M.A., University of Chicago; M.A., Ph.D., Harvard University.

- Douglas A. Scarborough** (2011, 2011), Assistant Professor of Music. B.M., M.M., Delta State University; D.A., University of Northern Colorado.
- Daniel D. Schindler** (2015, 2015), Associate Professor of Theatre. B.A., Montana State University; M.F.A., Indiana University.
- Kisha L. Schlegel** (2013, 2014), Assistant Professor of English. B.S., Texas Christian University; M.S., University of Montana; M.F.A., University of Iowa.
- 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.
- Jacob A. Selander** (2016), Visiting Assistant Professor of Geology. B.S., University of Oregon; M.S., University of North Carolina, Chapel Hill; Ph.D., University of California, Davis.
- 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.
- Kathleen J. Shea** (2011, 2011), Assistant Professor of Environmental Humanities and Classics. B.A., University of Oregon; Ph.D., Rutgers State University.
- Scott Shields** (1994, 2009), Senior Lecturer of Sport Studies; Head Cross Country Coach. B.A., Whitman College; M.E., Walla Walla College.
- Yukiko Shigeto** (2010, 2016), Associate Professor of Foreign Languages and Literatures (Japanese). B.A., Central Washington University; M.A., University of Oregon; Ph.D., University of Washington.
- Robert Charles Sickels** (1999, 2010), Professor of Film and Media Studies. B.A., M.A., California State University, Chico; Ph.D., University of Nevada, Reno.
- Nicole Simek** (2005, 2011), Associate Professor of Foreign Languages and Literatures (French) and Interdisciplinary 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.
- Robin Waytenick Smasne**, (2001, 2013) Senior Lecturer of Theatre. B.S., Oregon State University; M.F.A., University of Arizona.
- Dean C. Snider** (1996, 2009), Senior Lecturer of Sport Studies; Director of Athletics. B.A., Trinity Western University, Canada; 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.
- Patrick K. Spencer** (1984, 1997), Professor of Geology. Interim Provost and Dean of the Faculty (2014-2016). B.S., University of Washington; M.S., Western Washington University; Ph.D., University of Washington.
- Jonathan Spatola-Knoll** (2016, 2016) Visiting Instructor of Music. B.A., Whitman College; M.A., University of California, Davis.
- Johanna Stoberock** (2010, 2015), Senior Adjunct Assistant Professor of General Studies. B.A., Wesleyan University; M.F.A., University of Washington.
- John C. Stratton** (2016), Assistant Professor of Computer Science. B.S., M.S., Ph.D., University of Illinois, Urbana-Champaign.
- Beth M. Szczepanski** (2016), Visiting Assistant Professor of Music. B.Mus., University of Oklahoma; M.A., Ph.D., Ohio State University.
- Akira Ronald Takemoto** (1983, 1989), Assistant Professor of Foreign Languages and Literatures (Japanese). B.B., University of California at Irvine; M.A., Ryukoku University and Stanford University.
- Jenna Terry** (2005, 2014), Senior Adjunct Assistant Professor of English and General Studies. B.A., Wesleyan University; M.F.A., University of Houston.
- Stanley J. Thayne** (2016), Visiting Instructor of Anthropology and Religion. B.A., M.A., Brigham Young University.
- Charles Robert Timm-Ballard** (2002, 2014), Professor of Art. B.F.A., University of Wisconsin, Milwaukee; M.F.A., University of Nebraska, Lincoln.
- Nathan A. Tomsheck** (2014-2016), Senior Lecturer of Theatre and Technical Director. B.A., Whitworth College; M.F.A., Yale School of Drama.
- Lisa Marie Uddin** (2012, 2012), Assistant Professor of Art History and Visual Culture Studies. B.A., McGill University; M.A., Concordia University; M.A., Ph.D., University of Rochester.
- Pheroze Unwalla** (2016), Visiting Assistant Professor of History. B.A., University of Victoria, Canada; M.A., Simon Fraser University, Canada; Ph.D., University of London, England.
- Elizabeth Vandiver** (2004, 2015), Clement Biddle Penrose Professor of Latin and Classics. B.A., Shimer College; M.A., Ph.D., University of Texas at Austin.
- Carlos A. Vargas-Salgado** (2014, 2014), Assistant Professor of Spanish. B.A., National University San Agustín, Arequipa, Peru; M.A., Ph.D., University of Minnesota.

- Daniel M. Vernon** (1995, 2013), Arthur G. Rempel Professor of Biology. B.A., Oberlin College; Ph.D., University of Arizona.
- Samantha Brooke Vick** (2006, 2014), Associate Professor of Psychology. B.A., Colorado College; M.A., Ph.D., University of California, Santa Barbara.
- Kevin S. Walker** (2008, 2016), Senior Lecturer of Theatre. B.S., Humboldt State University; M.A., Willamette University; M.F.A., University of Oregon.
- 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 and George Hudson Ball Chair in the Humanities. B.A., Bowdoin College; A.M., Ph.D., University of Chicago Divinity School.
- Kenn D. Watt** (2016), Visiting Assistant Professor of Theatre. B.A., Tufts University; M.A., New York University; Ph.D., City University of New York.
- Ginger S. Withers** (2002, 2007), Dr. Robert F. Welty Associate Professor of Biology. B.A., Muskingum College; A.M., Ph.D., University of Illinois, Champaign.
- Jackie Wood** (1992, 2008), Senior Lecturer of Music. B.A., Whitman College; M.A., Washington State University.
- Jacqueline Woodfork** (2006, 2014), Associate Professor of History. B.A., Middlebury College; M.A., Ph.D., The University of Texas, 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, 2016), Professor of Foreign Languages and Literatures (French) and Interdisciplinary Studies. B.A., M.A., M.A., San Diego State University; Ph.D., Princeton University.
- Elleni C. Zeleke** (2016), Assistant Professor of Politics. B.A., University of British Columbia, Canada; M.A., Concordia University, Canada.

Adjunct Faculty

- Matthew W. Airy**, Adjunct Instructor of Sport Studies. B.A., Whitman College; M.E., University of Washington.
- Lauren E. Basney**, Adjunct Assistant Professor of General Studies. B.M., Juilliard School; M.M., Yale University; D.M.A., University of Wisconsin-Madison.
- Sally Bormann**, Adjunct Assistant Professor of General Studies. B.A., University of Minnesota; M.A., Ph.D., University of Michigan.
- Eric Bridgeland**, Lecturer of Sport Studies and Head Men's Basketball Coach. B.A., University of Manitoba, Canada.
- Emily Bushnell**, Adjunct Professor of Psychology. B.A., Swarthmore College; Ph.D., University of Minnesota.
- Julie Anne Carter**, Adjunct Assistant Professor of Library Science. M.S., Mars Hill College; M.L.I.S., University of South Carolina.
- Jose S. Cedeño**, Lecturer of Sport Studies and Head Men's Soccer Coach. B.A., Saint Peter's College; M.S., Brooklyn College.
- Stuart Chapin**, Adjunct Instructor of Sport Studies. B.S., University of Tennessee.
- Chetna Chopra**, Adjunct Instructor of General Studies. B.A., University of Delhi; M.S., Boston University.
- Neal J. Christopherson**, Adjunct Assistant Professor of Sociology. B.A., Wheaton College; M.A., Ph.D., University of Notre Dame.
- James Cotts**, Adjunct Instructor of Mathematics. A.B., Hope College; M.S., New Mexico 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.
- Timothy J. Doyle**, Adjunct Instructor of General Studies. B.A., Reed College, M.A. University of California, Los Angeles
- Peter de Grasse**, Adjunct Assistant Professor of Dance. B.F.A., Juilliard School; M.F.A., Jacksonville University.
- John David Earnest**, Adjunct Assistant Professor of Music. B.M., M.M., University of Texas at Austin.
- Daniel M. Forbes**, Adjunct Assistant Professor of Art. B.A., Whitman College; M.F.A., Vermont College of Union Institute and University.
- Nancy Forsthoefel**, Adjunct Instructor of Biology. B.A., University of Louisville; M.A., University of Arizona.
- Nathan Fry**, Adjunct Instructor of Sport Studies. B.S., California State University, Sacramento; M.A., California State University, Chico.
- Michele Hanford**, Adjunct Instructor of Sport Studies.
- John Hein**, Lecturer of Sport Studies and Head Women's Tennis Coach. B.A., University of California, Santa Cruz; M.S., California State University, Chico.
- Matthew D. Helm**, Lecturer of Sports Studies and Head Women's Volleyball Coach. B.S., University of LaVerne, M.Ed. University of LaVerne.
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- Jennifer R. Keller**, B.A., Stanford University; M.A., University of Chicago Divinity School; Ph.D., Stanford University.
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- Brian T. Kitamura**, Adjunct Instructor of Sport Studies and Head Baseball Coach. B.A., Whitman College.
- Casey Kushiyama**, Adjunct Instructor of Sport Studies. B.A., Linfield College; M.E., Grand Canyon University.
- David Lupher**, Adjunct Professor of Classics. B.A., Yale College; Ph.D., Stanford University.
- Rebecca Marton**, Adjunct Instructor of Sports Studies. B.A., Alma College; M.A., California State University-Fresno.
- Jay Peter McClure**, Head Men's Golf Coach. B.A., Whitman College.
- Angela McGuire**, Adjunct Instructor of Geology. B.S., College of William and Mary; M.S., Western Washington University.
- Elizabeth M. Miller**, Adjunct Assistant Professor of General Studies. B.A., Free University of Brussels, Belgium; M.St., D. Phil., University of Oxford, U.K.
- Ray Skip Molitor**, Lecturer of Sport Studies and Head Women's Golf Coach; Assistant Director of Athletics. B.A., M.A., Gonzaga University.
- Benjamin Murphy**, Adjunct Assistant Professor of Library Science. B.A., Reed College, M.A., University of Chicago Divinity School, and M.S.LIS., University of Illinois at Urbana-Champaign.
- Anders O. Otterness**, Adjunct Instructor of General Studies. B.A., Evergreen State College; M.A., University of California, Santa Cruz.
- Kelli C. Pitzer**, Adjunct Instructor of Sports Studies. A.A., Northwest University.
- Alicia Riley**, Adjunct Instructor of Sport Studies. B.A., Bloomsburg University of Pennsylvania.
- Thomas James Richards**, Adjunct Instructor of Sport Studies. B.A., Washington State University; M.B.A., Lindenwood University.
- Kathryn Robinson**, Instructor of Sport Studies and Head Women's Lacrosse Coach. B.A., M.S., Catholic University of America.
- Adeline P. Rother**, Adjunct Assistant Professor of General Studies. B.A., Lewis and Clark College; M.A., Cornell University; M.A., Paris-VIII University, France; Ph.D., Cornell University.
- Melissa Salrin**, Adjunct Assistant Professor of Library Science. B.A., B.S., St. Ambrose University; M.A., M.S., Ph.D., University of Illinois, Urbana-Champaign.
- Rob G. Schlegel**, Adjunct Assistant Professor of English. B.A., Linfield College; M.F.A., University of Montana.
- Peter A Schulz**, Adjunct Instructor of General Studies. A.B., Princeton University.
- Michelle Shafer**, Adjunct Instructor of Biology. B.S., M.S., Washington State University.
- Brien R. Sheedy**, Adjunct Instructor of Sport Studies. B.S., State University of New York, Syracuse; M.A., University of Texas, Austin.
- Michael Simon**, Adjunct Instructor of Music. B.A., Whitman College.
- Galen Sollom-Brotherton**, Adjunct Instructor of Sport Studies, B.A., Whitman College.
- Rebecca T. Thorpe**, Adjunct Instructor of Sport Studies. B.A., Gonzaga University; M.A., University of Nevada.
- James H. Warren**, Adjunct Instructor of General Studies. B.A., University of Calgary, M.A., University of Calgary.
- Laura B. Williamson**, Instructor of Sport Studies; Head Women's Soccer Coach.
- Devon C. Wootten**, Adjunct Assistant Professor of General Studies. B.A., University of North Texas, M.F.A., University of Montana-Missoula.
- Wencui Zhao**, Senior, Adjunct Instructor of Foreign Languages and Literatures (Chinese). B.A., Peking University, China; M.A., Yunnan University.

Studio Music Instructors

Clark Bondy	Diane Gray-Chamberlain	Kim Plewniak	Chelsea Spence
Laura Curtiss	Gary Hemenway	Norbert Rossi	Maya Takemoto
Amy Dodds	JJ Gregg	Rebekah Schaub	Kristin Vining
Pablo Izquierdo	Phil Lynch	Kraig Scott	
Erin Foster	Spencer Martin	Michael Simon	
Roger Garcia	Robyn Newton	Sally Singer	

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.
- Katherine Bracher** (1967, 2003), Professor of Astronomy, Emerita. A.B., Mount Holyoke College; A.M., Ph.D., Indiana University.
- George S. Bridges** (2005, 2015), President, Emeritus. B.A., University of Washington; M.A., Ph.D., University of Pennsylvania.
- Thomas A. Callister, Jr.** (1994, 2005), Associate Dean of the Faculty (2004-2011); Professor of Education. A.B., University of Southern California; M.Ed., Ph.D., University of Utah.
- David H. Carey** (1989, 2014), Professor of Philosophy, Emeritus. B.A., St. John's College; S.T.B., M.A., Gregorian University; M.A., Ph.D., University of Pittsburgh.
- Robert James Carson** (1975, 2015), Grace Farnsworth Phillips Professor of Geology and Environmental Studies, Emeritus. A.B., Cornell University; M.S., Tulane University; Ph.D., University of Washington.

- George Pierre Castile** (1971, 2006), Professor of Anthropology, Emeritus. B.A., University of Kansas; M.A., Ph.D., University of Arizona.
- Carolyn L. Chandler** (1986, 2016), Senior Lecturer of Spanish, Emerita. B.A., University of Washington; M.A., New York University.
- Clark Andrews Colahan** (1983, 2011), Anderson Professor of Humanities and Professor of Foreign Languages and Literatures, Emeritus. B.A., Pomona College; M.A., California State University at Los Angeles; Ph.D., University of New Mexico.
- Lee Coleman** (1980, 1997), Professor of Physical Education, Emerita. B.S., Wittenberg University; M.S., University of Kansas.
- D. Dale Cospser** (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.
- Roberta Davidson** (1988, 2014), Professor of English, Emerita. B.A., Sarah Lawrence College; Ph.D., Princeton 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.
- J. Kay Fenimore-Smith** (1994, 2015), Associate Professor of Education, Emerita. B.A., University of Nebraska; M.A., Washington State University; Ph.D., University of Idaho.
- Robert Anthony Fontenot** (1975, 2013), Professor of Mathematics, Emeritus. B.S., Ph.D., Louisiana State University.
- 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.
- David B. Glenn** (1989, 2016), Professor of Music, Emeritus. B.M., North Texas State University; M.M., University of Northern Colorado.
- 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, Emerita. 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.
- Irvin Y. Hashimoto** (1982, 2013), Associate Professor of English, Emeritus. B.A., Stanford University; M.A., University of Wisconsin; Ph.D., University of Michigan.
- 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.
- Thomas G. Hines** (1994, 2016), Professor of Theatre, Emeritus. B.S., M.A., Northern Illinois University; M.F.A., University of Washington.
- Deborah Holmes** (1985, 2011), Associate Professor of Theatre, Emerita. B.A., M.F.A., University of Wisconsin, Madison.
- 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.
- John Joseph Maier** (1967, 2002), Professor of Philosophy, Emeritus. A.B., Boston University; B.D., Tufts University.
- Jean Carwile Masteller** (1978, 2013), Professor of English, Emerita. B.A., Lynchburg College; M.A., University of Virginia; Ph.D., University of Minnesota.
- Richard N. Masteller** (1978, 2013), Professor of English, Emeritus. B.A., University of Rochester; M.A., University of Virginia; Ph.D., University of Minnesota.
- William John Metzger** (1969, 2002), Associate Professor of Psychology, Emeritus. A.B., Wabash; M.S., Ph.D., Colorado State University.

- Rogers B. Miles** (1990, 2016), Senior Adjunct Assistant Professor of Religion and General Studies, Emeritus. B.A., Bowdoin College; Ph.D., Princeton University
- David Ray Norsworthy** (1968, 1997), Professor of Sociology, Emeritus. B.S., Louisiana State University; A.M., Ph.D., University of North Carolina.
- Mary Anne O'Neil** (1977, 2012), Professor of Foreign Languages and Literatures, Emeritus. B.A., University of California, Berkeley; M.A., Middlebury College; Ph.D., University of Oregon.
- James Gordon Pengra** (1962, 1996), Nathaniel Shipman Professor of Physics, Emeritus. B.S., M.S., Ph.D., University of Oregon.
- 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.
- Gary O. Rollefson** (2005, 2015), Professor of Anthropology, Emeritus. B.A., University of California, Berkeley; M.A., Ph.D., University of Arizona, Tucson.
- 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.
- Nancy Lynn Simon** (1967, 2013), Garrett Professor of Dramatic Arts and Professor of Theatre, Emeritus. B.A., Whitman College; M.A., Tufts University; Ph.D., University of Washington.
- Robert Allen Skotheim** (1975-1988) President Emeritus. B.A., M.A., Ph.D., University of Washington.
- 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.
- Lee David Thompson** (1987, 2016), Professor of Music, Emeritus. B.M., M.M., Baylor University; D.M.A., University of Cincinnati.
- 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.
- Ronald F. Urban** (1984, 2013), Registrar, Emeritus. B.A., Beloit College; M.A. Indiana University; Ph.D. University of Colorado.
- 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.
- Ronald F. Urban** (1984, 2013), Registrar, Emeritus. B.A., Beloit College; M.A. Indiana University; Ph.D. University of Colorado.
- Leroy Grover Wade, Jr.** (1989, 2013), Professor of Chemistry, Emeritus. B.A., Rice University; A.M., Ph.D., Harvard University.
- Shu-chu Wei-Peng** (1985, 2013), John and Jean Henkels Endowed Chair of Chinese Languages and Literatures, Emerita. B.A., Tunghai University, Taiwan; M.A., University of Hawaii, University of Massachusetts; Ph.D., University of Massachusetts.
- 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, Emerita. B.A., Drury College; A.M., Ph.D., University of Kansas.
- Deborah DuNann Winter** (1974, 2012), Professor of Psychology, Emerita. B.A., Grinnell College; M.A., Ph.D., University of New Hampshire.
- John DuNann Winter** (1981, 2012), Professor of Geology, Emeritus. B.S., University of Illinois; M.S., Ph.D., University of Washington.
- Robert M. Withycombe** (1980, 2015), Professor of Rhetoric Studies, Emeritus. B.S., M.A., Western Oregon State College; Ph.D., University of Oregon.
- Henry Yapple** (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 **George Hudson Ball Chair in the Humanities** was established in 2010 with gifts from hundreds of alumni and friends in honor of Professor of Biblical Literature Emeritus Dr. George Ball on his 95th birthday. This position strengthens teaching and learning in the humanities.

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 **William O. Douglas Chair in Constitutional Law and American Jurisprudence** was established in 2013 to support the teaching of constitutional law as an essential component of a liberal arts curriculum.

The **Baker Ferguson Chair of Politics and Leadership** was established in 1996 in honor of Baker Ferguson, a 1939 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 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 **Microsoft Chair of Computer Science** was established in 2014 to support a faculty position in computer science.

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 **Computer Science Professorship** was established in 2012 to support the growth of the computer sciences program by supporting faculty salaries.

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 **James and Penelope De Meules Professorship in Chemistry** received initial funding in 2010 from Trustee Emeritus James H. De Meules '67 and spouse Penelope De Meules.

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 **Neilen-Anderson Professorship of Rhetoric** was established in 2011 by Trustee Megan Salzman Medica '81 and her spouse, John Medica, to support rhetoric in honor of their mothers, Ethel Ann Neilen Salzman and Helen Kathryn Anderson Medica.

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 **Paul Pigott and William M. Allen Professorship in Ethics** was established in 2015 by Pigott's son and daughter-in-law, Jim and Gaye Pigott, generous philanthropists and grandparents of a Whitman alumna, and William Allen's daughter and son-in-law, Dorothy and N.S. Penrose, Jr. '55. The endowment provides support for a scholar specializing in ethics.

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 accomplishments 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 supports 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 Lecture Fund** was 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 **William O. Douglas Lecture** and general studies speakers, the fund co-sponsors the **Visiting Educator Program**, 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** was established in 1975 with funds from the Estate of Helen Frater Lewis, Class of 1913, to honor her husband Charles E. Lewis, Class of 1911.

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 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 Emerita 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** 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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