



WHITMAN COLLEGE

THE CATALOG 2020-2021

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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 2020. Periodic revisions are made to the catalog at www.whitman.edu/academics/catalog.

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 of 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 44 states, two U.S. Territories, and 38 countries. Approximately two-thirds 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 the Lynwood W. Swanson Promise Award for Scientific Research. 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: 9.44 to 1.

Majors and Combined Plans: Fifty 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.

Off-Campus Studies: Typically 40 percent of the junior class pursue study abroad for at least one semester. A total of about 45 percent of all students study away on a semester-long or short-term program in the US or abroad during their Whitman career. Approved off-campus study programs are located in Argentina, Australia, Austria, Bolivia, Cambodia, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, England, France, Germany, Greece, Hungary, India, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Madagascar, Mexico, Morocco, Nepal, Netherlands, New Zealand, Nicaragua, Panama, Scotland, Senegal, Serbia, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Tanzania, Thailand, Turks and Caicos, as well as US-based programs in Philadelphia, PA, Washington, D.C., and Waterford, CT.

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 17 varsity sports, nine for women and eight 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: 34 percent of alumni annually contribute money or volunteer for the college placing Whitman among the leading colleges and universities in this category. Gifts to the Annual Fund give Whitman the ability to respond immediately and aggressively to new challenges and provide extraordinary opportunities for students each year.

Financial Strength: Market value of endowment and outside trusts is more than \$565 million, as of June 30, 2019.

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 43.5 percent of Whitman students receive need-based aid. Whitman also maintains a merit-based scholarship program.

Cost: In 2020-21 \$55,560 for tuition, \$13,800 for room and board.

The 2020-2021 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, 2020

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| August 24, Monday | Fall semester classes begin. |
| September 4, Friday | Last day to add classes. |
| October 1-2 | October Break |
| October 7, Wednesday | Last day to drop from classes or the college without record. |
| October 29-November 3 | Preregistration period for the Spring semester 2021. |
| October 30, Friday | Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period. |
| November 24, Tuesday | Last day of classes, fall semester. Honors theses due in library for Fall thesis candidates. |
| November 30, Monday | Reading Day. |
| December 1-5 | Final examination period. |
| December 5, Saturday | Fall semester ends. |

Spring Semester, 2021

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| January 25, Monday | Spring semester classes begin. |
| February 5, Friday | Last day to add classes; Last day to submit Pay-per-credit application |
| February 15, Monday | President's Day; no classes. |
| February 25, Thursday | Power and Privilege Symposium; no classes. |
| March 5, Friday | Last day to drop from classes or the college without record. |
| March 22-26 | Spring Break |
| April 9, Friday | Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period. |
| April 13, Tuesday | Whitman Undergraduate Conference; no classes. |
| April 23-27 | Preregistration period for the Fall semester 2021. |
| May 10, Monday | Last day of classes, Spring semester. |
| May 11-12 | Reading days; no classes. |
| May 12, Wednesday | Honors theses due in library for Spring thesis candidates. |
| May 13-18 | Final examination period. |
| May 18, Tuesday | Spring semester ends. |
| May 23, Sunday | Commencement |

Whitman College

Whitman students work theoretically and across disciplines, but they also get to put their knowledge to use in the field. It's a challenging and rewarding combination that blurs the lines between the classroom and the workplace, as well as between different areas of study.

Nearly all our students cite their close working relationships with professors as paramount to their success at Whitman. Our faculty members are passionate teacher-scholars known for their research and writing.

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.

Whitman 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 countries in the Middle East; 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:

Situated within the rich and complex landscape and history of the Walla Walla Valley, Whitman College provides a rigorous liberal arts education of the highest quality to passionate and engaged students from diverse backgrounds. Whitman students develop their intellectual and creative capacities in a supportive scholarly community that prioritizes student learning within and beyond our classrooms. We help each student translate their deep local, regional, and global experiences into ethical and meaningful lives of purpose.

Diversity Statement

Diversity, equity, and inclusion are core values at Whitman College. The college strives to have and support a student body, staff and faculty that represent the diversity of our world: gender identity, sexuality, race, ethnicity, national origin, socioeconomic class, disability, religion, spirituality and age cohort.

We seek to foster an inclusive learning environment in which members draw from different intellectual traditions to engage with and challenge one another through studied, thoughtful, and respectful dialogue and debate.

We aspire to become a place where all community members experience difference every day, where diversity is supported and woven throughout our cultural fabric: our values, our behavior, our culture. Our mission focuses on educating engaged students from diverse backgrounds and experiences in a college community where everyone can participate fully in the life of the college and experience a genuine sense of belonging.

Education is a common good that ultimately serves the entire society; therefore, access is a moral imperative. Diverse learning contexts are known to provide transformative educational experiences. An inclusive environment at Whitman that nurtures the development of the ability to work effectively across difference will prepare our students for life after Whitman. We believe that through an innovative rigorous liberal arts curriculum, we can educate all students and prepare them to serve in various fields and sectors and to contribute to a rapidly changing, multicultural and globalized world. Our graduates will be ready to work with others for the common good.

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 167. 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 the Lynwood W. Swanson Promise Award for Scientific Research. 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 ensure 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 continuously Sunday-Thursday and has generous weekend hours during the academic year. Many of its resources are available in digital formats that are accessible anywhere students chose to study. 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.

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 Stanton Hall and Cleveland Commons, 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 Theater. Newer buildings also 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.

The campus is one block from downtown 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 theater departments. The college hosts nationally recognized lecturers in science, letters, politics, current history and other fields.

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 most 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 half of current students demonstrate financial need and approximately 80 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 1. The notification date is December 1.

Early Decision

First-Year Candidates

Early Decision is an option for candidates who have selected Whitman as their first-choice college. Some students reach this decision early in the college search process. Others take more time to consider a variety of colleges before they arrive at a clear first choice. Whitman, therefore, conducts the Early Decision process in two rounds. The first-round deadline is November 15; the second-round deadline is January 1. Admission decisions for each date are rendered within 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 nearly 900 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 multiple colleges.

Admission Credentials

First-Year Students

Students applying for first-year standing must submit 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 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 by December 1.
- VI. *Optional*: Scores on *either* of the following tests: the SAT, administered by the College Board, or the ACT, administered by ACT, Inc.
 - a) Whitman's Test-Optional policy allows most candidates to choose whether or not they would like to submit an SAT or ACT score for review in the admission process.
 - b) Candidates who were homeschooled or attended secondary schools that provide written evaluations rather than grades are strongly encouraged, but not required to submit SAT or ACT test results
 - c) Early Decision candidates who plan to submit test scores should take one of the 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.)
 - d) Regular Decision candidates who plan to submit test scores should take one of 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 or the ACT must be made directly with the testing agency, and the responsibility for making these arrangements rests with the candidate.

- VII. If an Early Decision applicant, an *Early Decision Agreement* is available via the Common Application.

Transfer Students

Students applying for transfer standing must submit the credentials listed above for first-year applicants **and** the following credentials:

- I. *Official Transcripts* from each college or university attended.
- II. The *College 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, administered by the College Board, or the ACT, administered by ACT, Inc., are optional for transfer applicants.

International Students

International students (students who are not U.S. citizens, U.S. permanent residents, green card holders, or refugees) must submit 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), or the Duolingo English Test (DET). A TOEFL score of 85 is required. The minimum IELTS score required is 7.0. The minimum Duolingo score is 110.
- II. 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, administered by the College Board, or the ACT, administered by ACT, Inc., is strongly encouraged, but not required, of international applicants.
- 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.

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 residence life 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 I candidates must be paid by January 15 and is nonrefundable. The deposit for Early Decision II 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.

Nondegree-seeking Students

A person may apply through the Office of Admission to attend Whitman as a nondegree-seeking student if they wish 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), they must file all application credentials for consideration by the Admission Committee (see also "Nondegree-seeking students" under *Classification of Students*, and under *Tuition*).

Auditors

Community members admitted to Whitman College for the purpose of enrolling in a class for no grade/credit.

- Community members work with the Registrar to enroll in a course and are required to pay the Auditor's Tuition as indicated in the tuition section.

The college will keep a permanent record of all audited work, assigning an "AU" grade with no credit being awarded for successful completion of an audited course. 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.

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.

Whitman College in accordance with Title 38 US Code 3679 subsection (e), adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (Ch.31) benefits, while payment to the institution is pending from the VA. Whitman will not prevent the student's enrollment, assess a late penalty fee, require student to secure alternative or additional funding, deny access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills.

Veterans Benefits and Transition Act of 2018 – Section 103: Public Law 115-407 Section 103 effective December 31, 2018, requires an educational institution have a policy in place that will allow an individual to attend or participate in a program of education if the individual provides the school with a "Certificate of Eligibility (COE)".

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 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 | \$55,560 |
| ASWC (student association) | \$408 |
| Board (Meal Plan 2)..... | \$7,720 |
| Room (standard rate) | \$6,080 |
| 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 \$71,168 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 5 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): | \$27,780 |
|------------------------------------|----------|

| | |
|--|---------|
| Special tuition (per credit, up to 8 credits per semester): | \$2,315 |
| <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: | \$1,158 |
| Certification Candidates | |
| 1-10 credit, semester | \$8,334 |
| Each credit over 10, per credit..... | \$2,315 |

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, 230, 260, 270, 314, 330, 360, 370: | \$150 |
| Art 115, 180, 215, 280, 315, 380, 480, 490: | \$100 |
| Art 123, 223, 323: | \$200 |
| Biology 212*: | maximum \$85 |
| Biology 256: | maximum \$75 |
| Biology laboratories*(exception of Biology 212, 256): | maximum \$30 |
| Chemistry 102*: | \$40 |
| Chemistry 135*: | \$35 |
| Chemistry 140*: | \$30 |
| Chemistry 251*, 252*: | \$20 |
| Chemistry laboratories* (exception of Chemistry 102, 135, 140, 251, 252): | maximum \$20 |
| Environmental Studies 314: | \$150 |
| Geology 111, 121, 126, 270*: | maximum \$20 |
| Geology 158, 358, per semester: | maximum \$75 |
| Geology 258, 480: | variable depending on location, scholarships possibly available |
| Geology 340: | maximum \$40 unless field trip is outside of the Pacific Northwest |
| Geology 405: | maximum \$30 |
| Geology 415: | \$50 |
| 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, per semester: | \$400 |
| Sport Studies, Recreation and Athletics 115, per semester: | \$340 |
| Sport Studies, Recreation and Athletics 117, 119, 217, 300, 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, 268, per semester: | \$170 |
| Sport Studies, Recreation and Athletics 140, per semester: | \$185 |
| 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: | \$675 |
| Sport Studies, Recreation and Athletics 244, per semester: | \$300 |
| Sport Studies, Recreation and Athletics 248, per semester: | \$200 |
| Sport Studies, Recreation and Athletics 250, per semester: | \$225 |
| Sport Studies, Recreation and Athletics 267, per semester: | \$25 |
| Sport Studies, Recreation and Athletics 332, per semester: | \$480 |

| | |
|--|--------------------------------|
| Sport Studies, Recreation and Athletics 334, per semester: | \$475 |
| Sport Studies, Recreation and Athletics 342, per semester: | variable depending on location |
| Sport Studies, Recreation and Athletics 350, per semester: | \$TBD |
| Sport Studies, Recreation and Athletics 380, per semester: | \$290 |
| Sport Studies, Recreation and Athletics 387, per semester: | \$600 |

*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.

Resident Meal Plans

Whitman College partners with Bon Appétit to manage campus food service. Bon Appetit's dining philosophy is simple. 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.

Students living on campus at Whitman are required to purchase a meal plan (see exceptions below in the "More about Meal Plans and Flex Dollars" section). Students living off campus are not required to have a meal plan but can add Flex Dollars for both convenience and savings. Students living on campus are assigned Meal Plan 2 before the beginning fall semester but can change to either of the other Meal Plans online using my.Whitman.edu during the first week of each semester. All charges will appear on a student's Whitman College student account statement.

Whitman dining operates on a declining balance system where Flex Dollar charges are determined by the actual food students' purchase and consume, not on a per-meal basis.

Meal Plan 1

\$3,560 cost per semester

(Purchasing power \$1,730 Flex Dollars).

How I Eat — I eat one or two meals per day when I eat on campus.

This plan is the minimum meal plan which meets the college's residential meal plan requirement. This plan is not designed to provide enough flex dollars to meet the needs of the majority of students. Students always have the option of adding additional Flex Dollars at any time during the semester.

Meal Plan 2

\$3,860 cost per semester

(Purchasing power \$2,130 Flex Dollars).

How I Eat — I'll eat a small breakfast and lunch. Plus a big dinner.

This plan is designed to provide enough flex dollars to pay for approximately 15 meals per week, enough to meet an average student's needs. All students required to have a residential meal plan are initially assigned Meal Plan 2 each semester but can make a meal plan change through the first Friday of each semester. Students always have the option of adding additional Flex Dollars at any time during the semester.

Meal Plan 3

\$4,160 cost per semester

(Purchasing power \$2,630 Flex Dollars).

How I Eat — I'll eat three big meals each day I'm on campus. Plus, I like snacks for extra fuel, and an occasional coffee drink at the espresso bar.

This plan provides additional purchasing power which students can use in a number of different ways: purchasing additional meals, purchasing bigger meals or adding in between-meal snacks and beverages. This plan meets the needs of nearly all students with higher caloric needs. Students always have the option of adding additional Flex Dollars at any time during the semester.

Quick Guide

| Plan | Students | Price | Flex Dollars |
|--------------------|---|----------------|---------------------------|
| Meal Plan 1 | lower caloric needs | \$300 less | 400 fewer flex dollars |
| Meal Plan 2 | Base Plan (best for most students) | \$3,860 | 2,130 flex dollars |
| Meal Plan 3 | higher caloric needs | \$300 more | 500 more flex dollars |

Financial Aid

If you receive need-based aid and are on Meal Plan 1 or Meal Plan 2 your financial aid award is based on the price of Meal Plan 2.

If you receive need-based aid and are on Meal Plan 3, your award will be adjusted accordingly.

Understanding Meal Plan Costs

A portion of a Whitman meal plan supports equipment, administrative costs, and service in addition to the cost of food. Unlike restaurants that only make what is ordered, Bon Appétit must operate under the assumption that all students will show up for each meal, to ensure there is enough food for all. For that reason, it is not feasible for Flex Dollars to roll over from year to year.

Staying on Budget

Several tools are provided to assist students in staying on track with their Flex Dollar budget each week.

- Each dining location has a calendar posted indicating how many Flex Dollars you should have left on that day.
- Balances are briefly displayed on the register after each transaction.
- Paper receipts show the balance remaining.
- Students can check their Flex Dollar balance at any time by logging on to my.whitman.edu.
Students with unused balances at the end of the semester are encouraged to take advantage of special sales of non-perishable items from the market in Reid.

Adding Flex Dollars for Students Living On or Off Campus

Both students living off campus as well as students living on campus with a meal plan have the option of adding Flex Dollars to their card. Flex Dollars always save the 8.9% Washington State sales tax compared to cash, credit or student charges.

Flex Dollars may be purchased by students at any point in the semester at: my.Whitman.edu in \$50 increments which are charged to your student account.

More about Meal Plans and Flex Dollars

- Four semesters of living on campus and being on a meal plan are required.
- Meal Plan 1 is the minimum required meal plan for all students living on campus with the exception of residents of Community Service House and College House who are not required to purchase a meal plan.
- Meal plan and Flex Dollar charges appear on a student's Whitman College Student account statement.
- Flex Dollars are not transferable to another student's account.
- Students with unused Flex Dollars remaining at the end of a semester may select a smaller meal plan for the following semester if one is available. They are not eligible for a meal plan exemption.
- Flex Dollars remaining at the end of the fall semester carry over to spring semester.
- Flex Dollars remaining at the end of spring will not carry over to the next school year and are not refundable.
- Students with extra Flex Dollars remaining at the end of spring semester are encouraged to spend them at the Café '66 market in Reid Campus Center.
- Bon Appétit will gladly work one on one with students who have medically significant conditions affecting their dietary needs to ensure that those needs are met. Students should ask to see a manager.
- Students can change their meal plan assignment, check their Flex Dollar balance or add additional Flex Dollars by logging on to my.whitman.edu and can authorize their parents to do the same.
- Flex Dollars can be used during the academic year and only when the residence halls are open. 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 and begin again Sunday after Thanksgiving.
- Meal Plans are not active during winter, spring or summer breaks.
- Only students who withdraw are eligible for a refund or reduction of their meal plan charges. Please review the college refund policy.

Room

As a resident college, all 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 (rare exceptions are made for students with domestic partners, who are married, or have family in close proximity to campus).

New students are guaranteed a room at the time the enrollment deposit is paid. There is no housing deposit. A student who moves off campus without approval 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 but later forfeit it 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 will not have access to their rooms during the dates when halls are closed for breaks.

| | |
|--|---------|
| Standard room rate in any residence hall or house, each student, per semester: | \$3,040 |
| Single room rate in any residence hall, per semester: | \$3,835 |
| Room rate in College House each student, per semester: | \$3,509 |

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): | \$20 |

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: \$204

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 & State 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.

| | |
|---|-----------------------|
| Jane's federal aid for the semester: | |
| Direct Unsubsidized Loan: | \$1,000 |
| Direct Subsidized Loan: | \$2,250 |
| Direct PLUS Loan: | \$6,000 |
| Total: | <u>\$9,250</u> |
| Refunded to federal programs: | <u>\$4,440</u> |
| ($\$9,250 \times 48\%$) | |
| Direct Unsubsidized Loan: | \$1,000 |
| Direct Subsidized Loan: | \$2,250 |
| Direct PLUS Loan | \$1,190 |
| Total refunded to federal programs: | <u>\$4,440</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. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Iraq and Afghanistan Service Grant
7. Other federal, state, private, or institutional sources of aid
8. The student

For students who receive Washington College Grant and/or College Bound Scholarship, refunds are calculated independently of federal aid. If the last date of attendance is prior to or on 50 percent of the semester, the percentage of state grant earned is calculated by dividing the days in attendance by calendar days in semester. Subtract the percentage of earned grant from 100; this equals the percentage of unearned grant. The percentage of unearned grant is then multiplied by the grant amount and further multiplied by 50 percent to determine the state grant repayment due. If the last date of attendance occurs after 50 percent of the term, the state aid is considered 100 percent earned and no refund is necessary.

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 believes in the value of a liberal arts education, and we are committed to making that education accessible to all students regardless of their economic circumstances. That's why we offer a comprehensive financial aid program and a dedicated team of financial aid staff who work closely with students and their families.

Whitman College offers scholarships, grants, loans, and federal and state work-study programs, to help make college affordable. Merit- and talent-based scholarships are available for students who do not qualify for need-based aid. We also offer generous need-based scholarships.

Over 82% of students receive financial aid, with an average need-based aid package of more than \$45,000. Last year, the college awarded more than \$36 million in financial aid.

We know the importance of investing in higher education, but work closely with students to balance their debt by finding external scholarships and helping connect students with employment. In fact, most students graduate with less than \$19,000 in student loans.

Federal aid programs include Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, and Direct Loans. The state of Washington offers Washington College Grants, College Bound Scholarships, and state work-study program.

Awards to students with need are based on financial information provided on the College Board's 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. Students do not need to submit the CSS Profile or FAFSA to be eligible for merit-based aid. Talent-based scholarships for music, debate, fine arts and Theater have a separate application.

Whitman's merit-based awards are renewable for up to four years for full-time students. Need-based aid is recalculated every year and will adjust with tuition and changes to the student's family situation.

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 175 and 176 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 175 and 176 (i.e. "First-Year Seminars") 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 175 and 176 (i.e. "First-Year Seminars") within his or her next two semesters of enrollment at Whitman.

Filing Deadlines

Students should file a CSS Profile and a FAFSA according to the schedule below. If you are late applying for financial aid, your need-based aid may be reduced by 10% or could even be put on a waiting list for scholarship.

CSS Profile (for Whitman Need-Based Scholarship):

- The CSS Profile must be submitted online at cssprofile.collegeboard.org
- Early Decision I candidates and Spring semester Transfers by November 15
- Early Decision II candidates by January 1
- Regular Decision candidates by January 15
- Fall semester Transfer candidates by March 1
- Returning students by April 15
- Returning students must complete their financial aid file by May 1, including tax returns. See below.

Whitman's CSS code is **4951**.

FAFSA (for Federal and State Aid):

- Students may file the FAFSA as early as October 1 but it should be submitted 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 recent 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 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.

Maintaining Financial Aid Eligibility/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 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 one semester, 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 one semester on 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 by submitting an academic plan.

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 College Grants, Washington State Opportunity Scholarships, 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 Washington College Grant, Whitman's scholarship award will be reduced by the equivalent amount, thereby freeing funds so that more students may be helped.

Loan Opportunities

Whitman participates in the Federal Direct Loan Program which includes Direct Subsidized/Unsubsidized Loans for student borrowers, PLUS Loans for parents. Direct Loans may be need-based (subsidized) or non-need-based (unsubsidized and PLUS). Generally, borrowers have 10 years to repay the loans, but extended and income-based repayment plans are available. As of July 1 2019, new subsidized and unsubsidized Direct Loans will have a fixed interest rate of 4.53 percent and 7.08 percent for PLUS Loans (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 <https://www.whitman.edu/after-whitman/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:

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|---------------------------------------|--|------------------------------------|
| 10th Reunion | Erik E. and Edith H. Bergstrom | J. Antonio “Tony” Cabasco |
| 25th Reunion | Foundation | Barbara Hanley Campbell–Roosevelt |
| 40th Reunion | William E. Berney – Drama | High School |
| 50th Reunion | Augusta W. Betz | Richard L. and Alan K. Campbell |
| Terry Abeyta – Hispanic | Jacob Betz | Dr. Thomas M. Campbell |
| Thomas R. Adkison | Jacob Betz, Jr. | Hugh S. Cannon Foundation |
| Judge David H. Allard | Agnes M. Bigelow | Cecil V. and Helen R. Carpenter |
| Mildred Ebrel Allison | Russell A. Bigelow | Bob Carson |
| Alumni Fund | Blackburn Sisters | Forrest C. and Willena Long Cation |
| William C. and Jessie Robbins Ammon | Jay W. and Gladys Blair | Iva I. Cauvel – Women |
| Alexander Jay Anderson | Grant S. and Etta S. Bond | Loretta M. Caven |
| Charles E. and Margery B. Anderson | E. Herbert Botsford | Wayne Chastain |
| Gordon Shaw Anderson | Boyce Family – Premedical | Cheuk-Alfieri Family |
| Louisa Phelps Anderson | Arthur Boyer | Joseph Chulick Jr. – Music |
| William and Jeanie Anderson | Stephen J. Boyles | F. Lawrence Clare |
| John Stirlen Applegate – Teaching | Emma Jane Kirsch Brattain – Music | Susan E. Clark |
| Frances Jane Ford Baggs – Montana | Robert Bratton – Olympia High School | William S. and Ella S. Clark |
| William H. Bailey – Music | Robert H. and Mary Reed Brome – Senior | Class of 1926 |
| Baker Boyer Bank | Women | Class of 1930 |
| Dorsey S. Baker | Lorraine G. Bronson | Class of 1945 War Years |
| Frances Paine Ball – Art | James A. and Mary Ellen Gowing | Class of 1949 |
| George Hudson Ball | Broughton – Music | Class of 1951 |
| Nancy Cronon Ball | Brown and Coleman Family | Class of 1953 – Middle Income |
| Robert S. Ball | John S. Browning, Sr. | Class of 1955 |
| Robert S. and Julia Sims Ball Family | Broze | Class of 1958 |
| Dorothy Fiala Beaupré – Drama | Robert and Lynn Brunton Family | Class of 1959 Centennial |
| David Beegle – Environmental Studies | Andrew Mykle Budenz | Class of 1961 |
| Peter G. Behr | Emory Bundy | Class of 1962 |
| Lilith J. Bell and Nancy Bell Evans – | Adam M. Burgener | Class of 1964 – Middle Income |
| Music | Burgess Family – Minority Students | Class of 1968 |
| Henry Bendix – Music | Robert B. Burgess | Class of 1969 |
| Donald L. and Anne A. Bentley – Math | Thomas Burke | Class of 1970 – Junior/Senior |
| Erna Jo and Wade Bergevin | Burlington Northern | Class of 1981 |
| | Byerley International Students | Class of 1983 – Study Abroad |

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|---|---|---|
| Class of 1984 Memorial | Floyd W. Fitzpatrick – Walla Walla Area | Hunter International |
| Class of 1988 – Senior | Fitzpatrick Family | Vie Illona Hopkins Husted – Music |
| Class of 1996 | Ben Flathers | Bonnie Jean Hyre – Music |
| Richard H. Clem | Harold and Annaliese Fleharty | Harold and Gertrude Jackson – Study Abroad |
| Richard H. Clem and Arthur Metastasio | Forbes-Jacobs – History | Robert W. Jamison – Premedical |
| Clarence and Lois C. Cleman | Nancy Morrison Frasco | Richard and Alvia S. Jansen |
| Maurine Clow – Montana | David W. Gaiser – Premedical | Arthur Payne Jaycox |
| John P. Clulow | Thomas Val Gaisford, Jr. – Asian Studies | Sarah Delaney Jenkins |
| Helen M. Cole and Marie DuBois | Newton and Kathryn Galley | Barbara Sterne Jensen |
| J.M. Coleman | Robert E. Gardner | Jeffrey L. Johnson |
| John Cyril and Mary Alexander Coleman | Fay and Mary Garner | Robert L. Johnson and Linda D. Klein |
| Wayne A. and Eileen Cummins Collier | Kenneth E. and Vivian C. Garner | Stuart and Joyce Johnston-Computer Science |
| Comstock Scholars | Paul Garrett | Jean Jaycox Jones |
| Connell Family | William H. Gates, Sr. | Melinda S. Jones |
| Vern Conrad – Music | Donna Gerstenberger | Nettie Langdon Jones |
| Cordes Family – Music | Ralph Gibbons | Keane Family |
| Jean Cordiner | Gary and Cheryl Gibson | Isabelle Welty Keith |
| Elmer G. and Ethel H. Cornwell | Michael and Susan Gillespie – Science/Premed | Carleton H. and Carolyn M. Kelley |
| Pauline Corthell | Lionel C. and Dorothy H. Gilmour | Beverly J. Kellogg |
| Cottle Family | Alta I. Glenly | John G. Kelly |
| Steve S. Cover | Gordon E. Glover | John G. and Martha M. Kelly |
| Frederick R. Cowley | Dr. Harry B. and Gertrude Goodspeed | David D. and Maureen E. Kennedy |
| Susan Dee Cox | Roy Goodwin | Mohammed Nasir Khan – International |
| Peggy and Scotty Cummins | Elmina E. Graham | Judd D. Kimball |
| G. Dudley and Lois Dambacher | Robert W. Graham | Snyder and Ingrid King |
| Damon Family – English/History | Robert W. and Margaret J. Graham | Margaret Gentry Kirk |
| J. Leland Daniel | John Gravenslund | Mary Jane Kirk |
| Janet Stratford and Elisabeth Davis | George H. Grebe – Portland | Margaret Bradford Kittel – Art/History |
| John M. Davis – Pre-Engineering | Paul R. Green | Rodney Phelps Kittel – Music/Physics |
| Christina M. and Peter A. Dawson Family | Dr. Albert Wright Greenwell – Premedical | Marion Klobucher – Teaching |
| Ann Longton Day | William E. and Harriet A. Grimshaw – Medicine/Law | Virginia Lee Knight |
| David M. Deal | Leland B. Groezinger, Jr. – Economics | Ralph and Vivian Knudsen |
| Bill Deshler | Mixail Petrovich Gromov – Foreign Language Students | Laura Rodgers Hook Kurtz |
| Deshler Family | John J. and Stella A. Gurian | Amy Jane Reichert Ladley – Kappa Kappa Gamma |
| Kenneth A. and Elizabeth Dick Award – Idaho | La Verne Mansfield Hagan and Paul Hagan | Gerald DeRoss Ladley – Sophomore |
| Ethel Means Dickson | Edwin T. Hanford | James Lamar |
| Daniel J. and Elizabeth Story Donno | Hansen Family | Lange Community College Spark |
| Arthur F. Douglas | Julia Crawford Harris – Music | Henry G. Laun |
| William O. Douglas – Valedictorian | Haruda Science Scholars | Grace Lazerson |
| Dow-Bainbridge | Hasbrouck Family | Cynthia Ann Lechner |
| Frederick Dudgeon | Jeannette Hayner – First-year Female | Marion LeFevre – Foreign Language |
| Harold E. Dupar, Jr. – Foreign Students | Winston A. and Virginia M. Heacock | Mary Emily Winters Legge |
| Kim Dupuis | Hearst Foundation | Miriam Edwards LeRoux – Music |
| Earl Dusenbery | Carroll and June Heath | Naila and Peter Lewis Family |
| Jeanne Eagleson and John V. Gray | Irma Grace Kester Henderson and Chester G. Henderson | Ferdinand Libenow – American Indian |
| Edward Eben | Margaretta Herber | Robert C. Lile |
| Richard S.F. Eells | Mary Olive Evans Higley | Iris Myers Little and Agnes Little |
| Thomas H. Elliott | Mary Olive Evans Higley – Music | George Solomon and Thomas Livengood |
| Gary R. Esarey | Ida Belle Martin Hoegh | Helen McAuslan Logan-Schneider |
| Fairbank-Harding | Harold F. and Olga Johnson Holcombe | Fred P. and Miriam Lincoln Loomis |
| Myrtle E. Falk | Thomas Howells | Harry C. Luft – Colville, Washington |
| Edward L. Farnsworth – Wilbur, Washington Area | James Fee Huey | Lynn B. Lunden |
| Barbara Sommer Feigin | Richard and Dorothy Hundley – Music | Tristram S. Lundquist |
| Milton W. and Lucile E. Field – Teaching | Harrison Harden Hungate | Bertha C. MacDougall – Voice |
| John Freeman Fike – Bellevue High School | Bradley J. Hunt – Merit | Angeline M. Malloy – Music |
| First Opportunity | Hunt Peterson Family | William Mantz |
| John J. Fisher | | H. Archie and Christina Marshall |
| Joshua Fishman | | Ann Inman Martin – Idaho |

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| C.W. "Bill" Martin, Sr. | Sara Lloyd Pekarsky and Abraham L. Pekarsky | Senior Fund |
| Suzanne L. Martin | Sara Lloyd Pekarsky and Abraham L. Pekarsky – Jewish Students | Esther and Delbert Shannon – Yakima/Prosser |
| Stephen H. Mathews | Mary S. Penrose | Donald Sheehan |
| Nancy Ellis Mathiasen – Women | J. Logan and Ivy Wadsworth Peringer | Harold L. and Helen M. Shepherd |
| Chester C. Maxey – Beta Theta Pi | Joseph Hartshorn Perry | Cameron and Marion Sherwood – Politics |
| Gertrude Maxwell | Howard S. Pfirman | Claire Sherwood – Women |
| Mary Elizabeth Cottrell May and Michael May | Phi Delta Theta | Donald and Virginia K. Sherwood |
| Ruth C. McBirney | Phi Delta Theta – honoring Fred Wilson | Gene Kelly Sherwood |
| F. James and Jayne S. McCarthy | Grace F. and Andrew J. Phillips – Olympia High School | Anna Ennis and Walter Guest Shuham |
| Helen Lanier McCown and William Lanier McCown – Prelaw | Grace Farnsworth Phillips | Robert and Nadine Skotheim |
| Edna McEachern – Music | Phillips, Wade, and Cronin | Emma A. Smith |
| McFadden Family – Science/Math | Harold Allen Piper | J. Malcolm "Mac" Smith – Political Science |
| McKay Clise Family | Jack Coleman Pitts and Dorothy De Simone Pitts – study abroad | Scott Bradford Smith – Study Abroad |
| McMillan Family | Sarah Jane Polk | Ralph Waldo and Aimee Snyder – Business |
| McMurchie Family | Wallace M. Pollard | Marilyn Sparks – Theater |
| Russell F. and Margaret Gibbs McNeill | Arthur G. Ponti | Eliza Hart Spaulding |
| McNellis Family | Estelle Powell | Spokane Area Ashlock Scholarship |
| William and Loran Meidinger | Helen Tower and Helen Torrey Pratt | Jane C. Staats |
| Memorial Scholarship | Burrill L. Preston, Jr. | Charles F. and Elizabeth Greenwell Stafford – Prelaw |
| Annie Carter and Albert Metcalf | John P. Privat | Marjorie Haddon Stansfield |
| NaShuntae Pleasant-Miles – Special Needs | Dr. William E. and Lorraine Purnell | Evelyn Ayres Starr |
| Roland E. Miller – Music | Arthur L. Raaberg | Agnes C. Steere and David C. Campbell – Music |
| Russell T. Miller | Rachel Kester Rall – Female/Arts or Humanities | Barbara Holmes Stevens |
| Sandra Miner, M.D. | Emelia and Freeman Ramsey – Music | David Stevens – Economics |
| W.L. and Dorothy Minnick | John T. Ramstedt | Mary J. Stewart |
| Frank G. and Sally Taylor Mitchell | Yvonne Ravasse | Samuel and Althea Stroum |
| Laura M. and Orla L. Moody | Florence A. Rawson | George II and Myrtle Bond Struthers |
| Robert L. and Elsie P. Moore | Reader's Digest Foundation | Elbridge and Mary Stuart |
| Mother Earth | Homer Reed | Richard K. Stuart |
| Joseph O. Mount | Dana M. Reid | Joseph L. Stubblefield Trust |
| Moyer and Stockard Families | Jamie Soukup Reid and William Reid | W. Price and Ruth S. Sullivan |
| Kit Sheehan Muller | Pete and Hedda Reid | Norm and Lynn Swick – Special Needs |
| L.T. Murray Foundation | Esther Bienfang Richardson and Rosella Woodward Richardson – Piano | Sumio and Mii Tai |
| Rick and Evelyn Neely | Stephen L. Riddell | Mary Eby Tate |
| Charles and Patricia Nelson/Great-West Life – Colorado/Washington/Oregon | Mary Ann Moren Ringgold – Music | Brooke Taylor |
| Carla and Dean Nichols – First Generation | Victor and Nora Robart | Edmund Taylor |
| Patricia and David Nierenberg | Charles W. Rosenberry II and Lanora Welker Rosenberry | Lucille M. Thomas |
| Nontraditional Student | Rotary Club of Walla Walla | Frank and Lillian Thompson – Teaching |
| Dr. Eugene and Barbara Nordstrom | S.K. Running | Robert S. Thorne Jr. |
| Northrup Family | Orrin Sage | 3-2 Engineering |
| Edward R. and Dorothy J. O'Brien | Catherine, Matilda, and Elizabeth Sager | Agnes Stephanson Tibbits – Women |
| William L. and Kathryn Williams O'Brien – Science and Economics | Salzman-Medica – Speech and Debate | Winton A. Ticknor |
| Odegard Family | Bessie Sandon | Timothy Tosswill |
| Paul O'Reilly | Fredric F. Santler | Ed and Rosa Viola Tucker |
| Harold Ottesen | Josephine and Arthur Sargent | Sherrel Tucker |
| Frances Penrose Owen | Kenneth and Martha Philips Schilling – Vocal Music | Robert Tugman |
| Edward A. Paddock | Marie Schmidt | Guy M. Underwood |
| Roy Ross Painter | Carl J. and Sonia A. Schmitt | Nathaniel W. and Bessie O. Usher |
| Paul Panagakis | David and Alma Schoessler | Dean and Esther Vail |
| Parents Fund | Sigmund and Rose Schwabacher | Victor Family |
| Parents Fund – Diversity | John M. Scott | William E. Wadsworth |
| Ida S. Parkinson | Gordon Scribner | Marjorie E. Ward |
| Elizabeth Jones Parry – Music | Security Pacific Bank | James Prentice Warner and John Leigh |
| B.F. Parsons | | J. Walter and Katherine H. Weingart |
| Mildred H. Patterson – Utah | | Maurice and Gale Weir – Mathematics |
| Robert Patterson – Sociology | | Drs. Robert F. and Elizabeth M. Welty |

Dr. Robert Welty and Eva Roberson
 Brian Weston and Susan Reynolds
 Workman
 Mary F. and Sarah Wheeler
 Velma Harris Whitlock
 Whitman Alumni Association
 Whitman Bridges
 Robert L. Whitner – History
 Whittaker Family

Eunice V. Wiemer
 Jean D. Wilkinson – Minority Students
 J. Joy Williams
 Robert Jack Williams – Music
 A.D. Wilson
 Ron Witten
 Edna Mae and Clare Woodward
 George Woodward – Mathematics
 Dexter K. Yamada – Chemistry

Richard C. and Mary Anne Shaffer
 Yancey
 Robert and Jacqueline Young
 Augusta Wilsen Betz and Katharina Betz
 Zimmerman
 Carroll L. Zimmerman – Science
 Bertha H. Zoellner

Special Scholarship Programs

Whitman Achievement 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 range from \$12,000 to \$25,000 annually and are renewable for four years. Students who receive need-based financial aid will be awarded the Whitman Achievement Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Whitman Achievement 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, test scores (if submitted), and other 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.

Garrett Sherwood Scholarships are awarded by Whitman to exceptional applicants who exhibit outstanding academic achievement, leadership and contributions to their schools and communities. While at Whitman, Garrett Sherwood scholars meet regularly on campus throughout the school year for socials, networking receptions, roundtable discussions, national grant and fellowship information sessions, and other events. In addition, over spring break of junior year, Garrett Sherwood scholars travel to New York City for a career exploration and networking trip. There, they have a chance to meet local alumni who are leaders in finance, business, media, culture and government and can assist the Scholars in making contacts in their potential career fields. Garrett Sherwood scholars are also invited to campus to visit at Whitman's expense during the weekend of Admitted Students Day or any weekend of their choice.

National Merit Scholarships are awarded to selected National Merit finalists with Whitman as the sponsoring organization. Students 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: art, debate or drama. Scholarships in the program meet all of the student's demonstrated need when combined with other scholarships or grants from any other sources and vary from \$5,000 to the amount of demonstrated need. President's Scholarships for students without need will be \$5,000.

Student Awards

Janice and Kim Abraham Student-Faculty Research
 Abshire Research Scholar Award
 Bates Foundation Award – Wind Ensemble
 Sheila Berger Prize in 3-2 Engineering
 Borleske Athletic Trophy
 Mignon Borleske Athletic Trophy for Women
 J. Stanley Brode Memorial Biological Life Study Award
 David Campbell Award for Outstanding Senior Recitalist
 Connie Jill Carlstrom Endowed Award in Japanese Studies

Hurlow Family – Environmental Studies
 Paul J. Jackson Award for Excellence in Literary Study
 Norman Klockman Award
 Cynthia Ann Lechner Biology Prize
 Brandon Bruce Lee Drama Awards
 Dr. Albert Ripley Leeds Memorial Prize in Geology
 Anna Okada Burgess Maberry Award for Exceptional Performance
 Achievement in Music
 Chester C. Maxey Prize in Politics

Cherry Production Awards
Ely Chertok Award in Sociology
Class of 1986 Minority Student Award
Edith Blackman Merrell Davis Award
Delta Gamma/Hattie Fry Greek Leadership Award
Russell J. DeRemer Award for Outstanding Involvement in Student Affairs
Dovell-Gose Speech Awards
Adam Dublin Award for the Study of Global Multiculturalism
Myron Eells Prize in Northwest History
Executive Council Award for Outstanding Contribution to ASWC
Robert Y. Fluno Award in Politics
Robert W. Graham Award for Excellence in Student Leadership
Ivar Highberg Award – Physics
Mary Highberg Award – Music
Gunsul Holmes One-Act Play
Laura and John Hook Family Mathematics Award
Robert R. Hosokawa Awards for Journalism Excellence
Bradley J. Hunt Memorial Award – Theater
Guthrie McClintic Drama Award
McConn Awards – Theater
Jan Mejer Award for Best Essay in Environmental Studies
David Nord Award in Gay and Lesbian Issues
Robert Norton Science Research Awards
Louis B. Perry Student Art Awards
Louis B. Perry Summer Research Awards
Laurie Pitts Stage Manager Award
Robert H. and Joanne C. Schaeffer Biology Award
Ronald V. Sires – Robert L. Whitner History Award
Jim Soden Student-Faculty Research Award
William W. Soper Prize in Philosophy
Jean Morgan Stone Award – Theater
Unsung Heroes/Student Affairs Award of Merit
Myrtle Melcher Vinson - Music
Arthur Belden Watts – Student Research
James Albert and Bertha May Steers Winston Debate Award
Jonathan Woodward Work Memorial Award
Wynn/Vernazza Award – Music

Student Life

The College provides students with learning opportunities through involvement and engagement. Students may participate in activities, such as ASWC, Community Service projects, academic-year internships, or the Outdoor Program 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 club and intramural sports. The campus programs are designed to intentionally foster a feeling of community within a climate of inclusion and understanding.

The offices of the Dean of Students and the Provost and Dean of the Faculty direct and coordinate a wide range of student support services. The Dean of Students coordinates new-student orientation, pre-major advising, housing and residential life, food services, counseling, health services, the debate program, Academic Resource Center, Security, and the Reid Campus Center. The Provost and Dean of the Faculty coordinates major advising, postgraduate fellowship and scholarship programs, the Student Engagement Center, off-campus study, and athletics. Both the Dean of Students and the Provost collaborates closely with the Intercultural Center on a range of campus issues such as student support and programming

The Residential Campus

Residence halls and houses are designed to assist students to succeed academically and develop personally. Residential living is an integral part of the Whitman educational experience. All unmarried 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 house students of all genders. On-campus housing options include: Anderson Hall, for 137 students; William O. Douglas Hall, for 70 students in suites of eight students each; 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 doubles; College House provides apartment-style living with kitchen facilities for 35 students; Jewett Hall houses 154 students; Lyman House has two-room suites for 91 students; and Stanton Hall, housing 150 sophomore students in mostly single rooms.

Eleven interest houses offer unique learning opportunities. Language houses, such as French, Japanese, Hispanic Studies, and German, further the academic and cultural interests of students studying a foreign language. Approximately six to nine students as well as a Language Assistant 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; 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 dine on campus. Dining on campus helps to integrate students into the campus community. It 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. During the fall of 2018, a new central dining facility, Cleveland Commons, opened for the whole campus community supplemented by other, smaller dining options on campus. In addition, Jewett Hall has a café with breakfast and lunch options as well as a coffee bar. Reid Campus Center also has a small marketplace for students and community members. 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 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. Any student, on-or off-campus, may purchase a meal plan.

Student Affairs

Welty Center — Counseling

Professionally trained counselors are available to provide mental health counseling to students free of charge. Counselors assist individuals and groups with personal concerns, interpersonal relationships, and other areas that may interfere with their success at Whitman. 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 has supervised peer-counseling program, which provides additional resources and support for students and student groups. All counseling is confidential unless there is a threat to self or others. In situations where there is a threat, confidentiality will be broken in order to secure the safety of the individual or the Whitman Community.

The center works on a short-term counseling model. We develop therapeutic goals with our clients to track progress and provide appropriate interventions. Students work with their counselor to schedule appointment times and determine the length of the counseling relationship. Physicians at the Welty Health Center clinics are also available to students for medication evaluations. Mental Health Nurse Practitioners are available in the community as a resource if needed and the Counselor will provide referral options.

Please note that there are some student concerns that are not appropriate to address at the Counseling Center at this time. If the Counseling Center is not an appropriate, ethical choice for student care, a referral to a Mental Health Practitioner in the Community will be provided.

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 medical providers maintain regularly scheduled hours on campus Monday-Friday. The providers 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, is also available to see students on a walk-in basis for nursing assessment and referral. **All degree seeking students may access Health Center resources and may see the Health Center staff 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: reproductive 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, and nutritionist.

Accident and Health Insurance

All Domestic and International Students are recommended 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 the Director of the Welty Student Health Center, for assistance.

It is the student's responsibility to understand their 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 the Head Athletics Trainer, at 509-527-5590 for more information.

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 leadership program, and much more.

Resources in the Reid Campus Center include the Bookstore, Debate, 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 Engagement, Internships), and Café 66. Other facilities and services include meeting-and-dining rooms, a lounge, an art gallery, an ATM (Banner Bank), 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 Wire* newspaper, the *blue moon* (art and literary journal), KWCW-FM student-operated radio station, and *quarterlife* (quarterly literary journal).

Student Activities

Cocurricular activities augment classroom experiences, providing students the chance to apply their classroom studies to practical, realistic work and engaging social experiences. The college encourages students to create new activities and organizations that enhance the life of the campus.

At Whitman, students have a plethora of opportunities to get involved all over campus, regardless of their major. 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 Theater to perform or work backstage at Whitman's Harper Joy Theater, 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 Wire*, the student weekly newspaper. Many students also participate in one or more of the dozens of student clubs on campus, many of which receive funding from Whitman's student government.

Outdoor Program

The Outdoor Program (OP) accomplishes its mission to “foster personal growth, facilitate learning and create recreational opportunities through skills and risk management training, leadership development, and environmentally sound trips in a supportive community” by assisting people in outdoor pursuits while also managing risks so as to offer safe and rewarding recreational experiences. Additionally, 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, snowshoeing, 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. The OP also oversees the Whitman Climbing Center and the first-year pre-orientation “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, whitewater and flatwater kayaking, rafting, 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, instructional videos and books, guide books, maps, and information about 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. The Bob Carson Outdoor Program Fund enables all students to experience OP trips by providing \$150 in trip credit to every current Whitman student each year.

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 4 decades. Whitman College Outdoor Program's freshman orientation is second to none, as their trips serve almost 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 an exciting and diverse set of events to campus. WEB provides and supports a wide array of educational and entertaining programs 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, films, concerts, speakers, 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 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 and women's teams in basketball, swimming, tennis, soccer, cross country, golf, and distance track. Women also compete in volleyball and Lacrosse, and men in baseball. Whitman College, as an NCAA III member does not offer 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 the student run 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, skiing, ultimate Frisbee, and cycling. For a complete and updated list of club and intramural opportunities, please see www.whitman.edu/athletics and follow the links to club sports or intramural sports.

Sherwood Athletic Center, the main athletic complex was 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, which supports all student, faculty/staff and community use.

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 Fields Complex hosts the men 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 supporting all-campus activities and programs, ASWC is responsible for oversight and budget allocations for the Whitman Events Board, *The Wire* weekly newspaper, radio station KWCW-FM, and more than 60 student clubs and media groups.

Campus clubs focus on specific interests such as culture and identity, recreation, health, music, leadership, and religious interests. Information on student organizations can be found at *whitman.presence.io*.

Greek Life

Whitman's fraternities and sororities provide their members with a strong sense of community, belonging, friendship and inclusion. Within each Greek organization, members find academic assistance, personal support, leadership, 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. On average, 30% to 40% of students are involved in Greek life.

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, the College expects students 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, but not limited to policies on alcohol use, drug use, filing a grievance, including incidents of sex- or gender based harassment, discrimination or violence — 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/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 sex-or gender-based harassment, discrimination or violence should discuss their concerns with the Title IX Administrator Juli Dunn, Memorial Building 330, dunnjl@whitman.edu. See also the Grievance Policy: whit.mn/grievance-policy

Diversity, Equity & Inclusion

Diversity Statement

Diversity, equity, and inclusion are core values at Whitman College. The college strives to have and support a student body, staff and faculty that represent the diversity of our world: gender identity, sexuality, race, ethnicity, national origin, socioeconomic class, disability, religion, spirituality and age cohort.

We seek to foster an inclusive learning environment in which members draw from different intellectual traditions to engage with and challenge one another through studied, thoughtful, and respectful dialogue and debate.

We aspire to become a place where all community members experience difference every day, where diversity is supported and woven throughout our cultural fabric: our values, our behavior, our culture. Our mission focuses on educating engaged students from diverse backgrounds and experiences in a college community where everyone can participate fully in the life of the college and experience a genuine sense of belonging.

Education is a common good that ultimately serves the entire society; therefore, access is a moral imperative. Diverse learning contexts are known to provide transformative educational experiences. An inclusive environment at Whitman that nurtures the development of the ability to work effectively across difference will prepare our students for life after Whitman. We believe that through an innovative rigorous liberal arts curriculum, we can educate all students and prepare them to serve in various fields and sectors and to contribute to a rapidly changing, multicultural and globalized world. Our graduates will be ready to work with others for the common good.

Intercultural Center

The Intercultural Center seeks to foster intercultural awareness, inclusiveness and respect for all in the Whitman community. We are committed to the enhancement of a positive Whitman experience for students, staff and faculty, especially those from culturally and ethnically diverse communities. The Center seeks to enhance partnerships with academic and administrative offices to infuse multiculturalism throughout all aspects of campus life. We facilitate and encourage ongoing dialogue regarding issues of diversity in order to move towards a more inclusive campus climate.

Fostering diversity, inclusion, and respect for all in the Whitman Community is one of the goals of the Intercultural Center. The Center works to strengthen Whitman's intercultural community and ensure a positive Whitman experience for those from historically under-represented backgrounds. The Center also seeks to enrich the experience of the entire student body and community by providing opportunities to engage and educate the campus as a whole on issues related to diversity. Working together with a variety of campus constituencies, the Intercultural Center facilitates and encourages ongoing dialogue on issues of diversity between students, staff, and faculty.

The Intercultural Center Team provides academic and social support for multicultural and international students. The Center also helps bring diverse perspectives and experiences to the campus by sponsoring various speakers and events; housing a collection of books and videos related to diversity and multicultural issues; and providing information about internship and scholarship opportunities.

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 advising the multi-ethnic interest house (MECCA), there are 23 active identity and culture groups that the Intercultural Center supports: Borders as Methods (BAM); Black Student Union (BSU); China at Whitman; Club Latinx; Feminists Advocating Change and Empowerment (FACE); First Generation/Working Class (FGWC), For Us, By Us (FUBU); Hillel-Shalom; Inter(National) Whitties Club (INWC); Indigenous People's Education & Cultural Club (IPECC); Mixed Race Club (MRC); Minority Association of Pre-Medical Students (MAPS); Men of Color Association (MOCA); Muslim Student

Association (MSA); Namaste; Pan Asian Club (PAC); PRISM (LGBTQIA+support); South Asian Student Association (SASA); THRIVE; Whitman African Student Association (WASA); Women in STEM Club (WISC); Women of Color Voices (WoCV); and Whitman Christian Fellowship (WCF). 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.

International Student Advising

International Student & Scholar Services (ISSS) works within the Intercultural Center to support international students, scholars and staff at Whitman College as they pursue their educational objectives. ISSS collaborates with IC staff and other offices to provide programs and services that help the international community acclimate to life in the U.S. and at Whitman, and to facilitate meaningful opportunities for international students, faculty and staff to contribute to the Whitman community as a whole. ISSS is responsible for international student orientation, immigration services, student advising, and offers a variety of other programs to support the academic and personal well-being of the international community.

LGBTQIA+ Support

The Office of LGBTQIA+ Resources serves people of all identities, and those who are questioning their identity. We seek to support all members of the LGBTQIA+ community on campus. We hope to build community, provide social events, engage and inform the entire campus community, and advocate for LGBTQIA+ needs.

Glover Alston Center

The Glover Alston Center (GAC) is a resource to facilitate Whitman's commitment to sustaining a diverse community. By providing a safe space for meaningful conversation and interaction, the Glover Alston Center welcomes and supports differences, collaborates with academic departments, encourages input from divergent perspectives, and enhances intercultural and international awareness 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.

Frist-Gen/Working Class Program

The goal of the First Generation/Working Class (FG/WC) Mentorship Program is to build a strong and lasting relationship between incoming FG/WC students and current FG/WC students on campus. The current FG/WC student will act as a peer mentor for the purpose of supporting, assisting, and being a resource on campus for their mentee through frequent interactions and open communication. To foster a strong relationship between mentor and mentee, the Mentorship Program puts on special workshops, events, and activities specifically for FG/WC students. These programs are designed to aid with the transition to college, adjusting to college culture and accessing resources. At the end of the year-long program, mentees will have the knowledge and tools to access the resources offered at Whitman.

Religious and Spiritual Life

The Office of Religious and Spiritual Life seeks to support students who wish to deepen or explore spirituality during their time at Whitman College. We are a resource for established religious groups on campus and work with students from under-represented religious traditions who are looking to form a community. We also provide programming which explores the important relationship between faith and learning - the connection between mind and spirit.

The Office of Religious and Spiritual Life serves people of all faith traditions. We also welcome those who are exploring spirituality, but do not identify with any particular religious tradition. We are committed to supporting religious traditions.

Academics

Advising

Academic advising at Whitman College begins when the student receives their letter of acceptance. Before initial registration at Whitman, the Associate Dean of Students assigns each first-year student to a faculty or staff member who serves as the student's pre-major advisor until the student declares a major. The student chooses a major before the end of the second semester of their 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 major advisor.

In addition to pre-major and major advising, advisors are available to assist students in selecting pre-professional courses suitable as preparation for graduate and professional study. Advisors also can assist students planning to study off-campus or to enter other special programs of the college.

Academic Resource Center

The Academic Resource Center (ARC) provides a number of services and programs to support all students at Whitman. These include services such as academic coaching and workshops on topics such as time management and note-taking, and programs including pre-major advising, peer tutoring, and the Student Academic Advisor (SA) program. The College's Access and Disability Support Services are housed within the ARC and are addressed separately in the subsection below.

The ARC is overseen by Kendra Golden, Associate Dean for Academic Affairs. Janet Mallen, Assistant Director of Academic Resources: Student Success attends to all aspects of student success, including supervising the Peer Tutoring program, meeting with students who receive mid-semester grade reports, offering academic coaching and workshop sessions for individuals or groups, and supervising the Student Academic Advisors (SAs). The SAs live and work in first-year residence hall sections and support their residents as they transition to a new academic environment. SAs are trained to offer academic advice, guidance regarding on-campus resources, and programming on topics that can improve students' skills and confidence. Additional information about the ARC is available at whit.mn/arc or you can always come visit us in Memorial 325.

Access and Disability Support

Whitman College is committed to provide fair and equal access for students with disabilities and ensure that they have an equal opportunity to participate in and benefit from all the College's programs and activities. Any student with a documented disability, chronic illness, severe allergy, or an injury (including concussion) that results in a temporary disability is welcome to make an appointment to discuss their options for support and accommodations. Accommodations include (but are not limited to) extended time and a reduced-distraction environment for exams, note-taking services, and assistive technology in and out of the classroom and during exams. We can also alert faculty to medical or mental health conditions that may affect the classroom environment or a student's attendance and participation, and arrange accommodations within a student's housing environment.

A student requesting accommodations can initiate the process at any time during their academic career by meeting with Antonia Keithahn, Assistant Director of Academic Resources: Disability Support Services. For additional information and complete policies, please visit our website at whit.mn/dss.

Curriculum/Majors

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:

- **First Year Seminars:** Asking Complex Questions (GENS 175) and Making Powerful Arguments (GENS 176). GENS 175 is completed by all students during their first fall semester at Whitman College, with the exception of transfer students entering with junior standing (58 or more acceptable credits). GENS 176 is completed by all first-year students in the spring semester. While transfer students are encouraged to enroll in GENS 176 as well, they may receive equivalent credit for a comparable course at another institution.
- **Distribution Requirements:** All students must complete the Distribution Requirements (see “General Studies Program” in the *Courses and Programs* section of this catalog).

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. Transfer students entering with junior standing may be eligible for a one-semester extension to this deadline. The selection of a major should be made in consultation with the student’s pre-major advisor and the advisor or advisors 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 | French and Francophone Studies | Politics |
| Astronomy | German Studies | Psychology |
| Biology | Geology | Religion |
| Chemistry | Hispanic Studies | Rhetoric, Writing and Public Discourse |
| Chinese | History | Sociology |
| Classics | Japanese | Theater |
| Classical Studies | Mathematics | |
| Computer Science | Music | |

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:

| | | |
|--|------------------------------------|---------------------------------|
| South 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 | Anthropology-Environmental Studies | Politics-Environmental Studies |
| | Art-Environmental Studies | Race and Ethnic Studies |
| | Biology-Environmental Studies | Sociology-Environmental Studies |
| | Chemistry-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. During a student's second semester of their sophomore year, or equivalent, a student must select a major committee consisting of at least three faculty advisors (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 advisor 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 | Data Science | Mathematics |
| Art | Economics | Music |
| Art History and Visual | English | Philosophy |
| Culture Studies | Film and Media Studies | Physics |
| Astronomy | French and Francophone | Politics |
| Biology | Studies | Psychology |
| Chemistry | Gender Studies | Race and Ethnic Studies |
| Chinese | Geology | Religion |

| | | |
|-------------------|------------------------|-----------------------|
| Classical Studies | German Studies | Rhetoric, Writing and |
| Computer Science | Global Literatures | Public Discourse |
| Creative Writing | Hispanic Studies | Sociology |
| Dance | History | Theater |
| | Japanese | |
| | Latin American Studies | |

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. 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. Music (Music 161, 162, 211, 212, 231, 232, 241, 242, 245, 246, 251, 252, 253, 254, 261, 262)
- III. Theater and Dance (230, 231, 248, 332)

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, and 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 that 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 advisor 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 a regionally 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 advisor 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 regionally 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, GCE (Cambridge International) A-Level Exams, 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.

Each quarter system credit is worth two-thirds of a semester credit. Whitman does not transfer partial credit (anything less than 1 whole semester credit) and does not round up. The sole exception occurs when multiple courses from the same college are transferable to Whitman. In these cases, the fractional credits are combined if the sum is at least one or more semester credits. These are then applied toward general degree credit requirements.

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, International Baccalaureate courses, or GCE (Cambridge International) A-Level Exams 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 policy for **College Board Advanced Placement (AP) exams** is to award credit for each subject test as indicated on the following AP chart. (Please see AP chart below for individual exam score requirements and Whitman equivalent and credit). 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

The college's policy for **International Baccalaureate (IB) exams** is to award credit for each **higher level** examination as indicated on the following IB chart. (Please see IB chart below for individual course exam score requirements and Whitman equivalent and credit).

Credit may be awarded for select **General Certificate of Education (GCE-Cambridge International) Advanced Level examinations**, with a grade of A*, A or B pending review of each exam syllabus. Students interested in pursuing such credit should contact the Registrar's Office.

Credit awarded from AP, IB, or GCE (Cambridge International) A-Level exams 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, IB, or GCE (Cambridge International) A-Level exams credit will not be granted if the equivalent course is completed at Whitman College.

Whitman College does not accept or award credits for the **College-Level Examination Program (CLEP) general or subject examinations** or **DANTES Subject Standardized Test (DSST)**. 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.

| Advanced Placement Test (AP) | AP Score | Whitman Equivalent | Whitman Credits |
|--|-----------------|----------------------------|------------------------|
| 2-D Art and Design | 4, 5 | Elective | 3 |
| 3-D Art and Design | 4, 5 | Elective | 3 |
| Drawing | 4, 5 | Elective | 3 |
| Art History | 4, 5 | Elective | 3 |
| Biology | 5 | Biology 111 | 4 |
| Chemistry | 4, 5 | Chemistry 125 | 3 |
| Chinese Language and Culture | 5 | Elective | 4 |
| Computer Science A | 4, 5 | Computer Science 167 | 4 |
| Economics: Macro | 5 | Economics 102 | 4 |
| Economics: Micro | 5 | Economics 101 | 4 |
| English Language and Composition | 5 | RWPD 170 | 4 |
| English Literature and Composition | 5 | Elective | 4 |
| Environmental Science | 4 | Elective | 3 |
| Environmental Science | 5 | Elective | 4 |
| French Language and Culture | 4 | French 150 | 4 |
| French Language and Culture | 5 | French 150 & 200 | 8 |
| German Language and Culture | 4, 5 | German 205 | 4 |
| Government & Politics: United States | 4, 5 | Elective | 4 |
| Government & Politics: Comparative | 4, 5 | Elective | 4 |
| History: United States | 5 | History 105 & 106 | 8 |
| History: European | 5 | History 183 | 4 |
| History: World Modern | 5 | Elective | 4 |
| Italian Language and Culture | 4, 5 | Elective | 4 |
| Japanese Language and Culture | 4, 5 | Elective | 4 |
| Latin | 4, 5 | Latin 106 | 4 |
| Mathematics: Calculus AB, or subscore of Calculus BC | 4, 5 | Mathematics 125 | 3 |
| Mathematics: Calculus BC | 4, 5 | Mathematics 125 & 126 | 6 |
| Mathematics: Statistics | 4, 5 | Mathematics 128 | 3 |
| Music Theory | 5 | Music 101 | 3 |
| Physics C: Mechanics | 5 | Physics 155 | 4 |
| Psychology | 4, 5 | Psychology 110 | 3 |
| Spanish Language and Culture | 5 | Hispanic Studies 205 & 206 | 8 |
| Spanish Literature and Culture | 4, 5 | Elective | 4 |

*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.

| International Baccalaureate (IB) | IB higher level score | Whitman Equivalent | Whitman Credits |
|---|------------------------------|------------------------------|------------------------|
| Biology | 5 or higher | Elective | 8 |
| Chemistry | 5 or higher | Chemistry 125 | 3 |
| Chinese A: literature | 5 or higher | Elective | 8 |
| Economics | 6 or higher | Economics 101 & 102 | 8 |
| English A: language and literature | 5 or higher | RWPD 170, 4 credits elective | 8 |
| English A: literature | 5 or higher | Elective | 4 |
| Film | 5 or higher | Elective | 8 |
| French B | 5 or higher | French 150 & 200 | 8 |
| German B | 5 or higher | German 205 & 206 | 8 |
| Global Politics | 5 or higher | Elective | 4 |
| Hindi B | 5 or higher | Elective | 4 |
| History of Africa and Middle East | 5 or higher | Elective | 4 |
| History of the Americas | 5 or higher | History 105 & 106 | 8 |
| History of Asia and Oceania | 5 or higher | Elective | 4 |
| History of Europe | 5 or higher | History 183 | 4 |
| Music | 5 or higher | Elective | 8 |
| Philosophy | 5 or higher | Elective | 4 |
| Psychology | 5 or higher | Psychology 110 | 3 |
| Spanish A: language and literature | 5 or higher | Hispanic Studies 205 & 206 | 8 |
| Spanish B | 5 or higher | Hispanic Studies 205 & 206 | 8 |
| Theatre | 5 or higher | Elective | 8 |
| Visual Arts | 5 or higher | Elective | 4 |

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 are regionally accredited, or for extension courses 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. 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

American Council on Education (ACE) credits will be evaluated on a case by case basis according to Whitman's standard transfer credit policy, provided that satisfactory military training and discharge credentials (DD214) are submitted. The work involved must be appropriate to a liberal arts degree program. 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 that 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 four or fewer credits to complete their degree requirements at the beginning of their final semester, should contact the Registrar's Office to request regular student status on a pay-per-credit basis. Students approved for pay-per-credit may then enroll in up to eight credits and pay the per-credit tuition rate (See Charges/Special Tuition). 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 four credits. *All requests for this status must be submitted to the Registrar's Office by the last day to add classes each semester.*

Students who add additional credits after the last day to add classes must stay within four 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 four 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 may refer to community members admitted to Whitman College for the purpose of enrolling in a class for no grade/credit, or to a current Whitman student who is enrolling in a class for no grade/credit.

- Community members work with the Registrar to enroll in a course and are required to pay the Auditor's Tuition as indicated in the tuition section.
- Whitman students approved by the Registrar's Office to pay per credit are required to pay the Auditor's Tuition.
- Whitman student who have paid full-time tuition (12 or more credits) are not required to pay the Auditor's Tuition since Whitman has one charge for full-time student regardless of the number of credits.

Auditors must submit an Auditing Student Application, signed by the instructor of the course, to the Registrar's Office before mid-semester. The college will keep a permanent record of all audited work, assigning an "AU" grade with no credit being awarded for successful completion of an audited course. 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 advisor 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 GPAs:

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.

Audits. Students must submit an Auditing Student Application to the Registrar before the mid-semester. The student will receive an AU grade with no credit for successful completion of requirements as determined 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. (This does not include Off-Campus Studies).
- 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 advisors, 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 advisor, 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 advisors (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.

Leave of Absence

A regularly enrolled student who wishes to be granted a leave of absence from the college for one or two consecutive semesters must file a Leave of Absence form with the Registrar's Office. In preparing the request, the student is expected to consult with his or her academic advisor. 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 requires submission of a Request for Approval of Transfer Credits form approved by the student's advisor 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 requires approval from the Dean of Students, Office of Financial Aid, and Registrar's Office. 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. 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 request for extension during the last semester of his or her leave except that an academic leave may not be extended beyond two semesters. 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 Seminars 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 Board of Review 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

We believe that active engagement with a culture or region other than one's own to gain a deeper understanding of world issues and to develop empathy for others is one corner stone of a liberal arts education. Study off campus not only exposes students to different worldviews and broadens students' knowledge of global interconnections, but it facilitates the development of students' self-reliance and ability to communicate and collaborate with diverse groups. As a result, off-campus studies helps prepare Whitman graduates for the evolving global workplace of the 21st century and to be judicious citizens throughout their lives. The off-campus studies (study abroad) program at Whitman College is designed to provide a range of in-depth opportunities for qualified students to study in Africa, Asia, Europe, Latin America, and Oceania and in the United States. We offer semester and academic year opportunities through our partner universities and national study abroad providers. Our off-campus programming also includes Crossroads courses (Whitman faculty-led short-term, off-campus courses) that occur during the summer or semester breaks.

Semester and Academic-Year OCS Programs

Advisors: Susan Holme and Barbara Hoffman

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, Associate Director of Off-Campus Studies, or the appropriate faculty advisor 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 OCS Application* in myOCS and receive approval for their proposed course of study from Off-Campus Studies prior to studying off campus. Students can gain access to the application after a minimum of at least one advising appointment with a Whitman OCS advisor. Students who wish to study outside the United States during the fall and/or spring semester may only transfer credit from programs on Whitman's approved OCS Partner Program list (see below). Transfer credit will not be granted retroactively if a student has not received prior approval from Off-Campus Studies.

Deadlines for the submission of the *Whitman Off-Campus Study Application* are as follows unless stated otherwise with the program listing:

- Spring Semester 2021; May 11, 2020 (Highly Recommended Deadline); September 10, 2020 (Final Deadline)

- Fall Semester 2021 and Academic Year 2021-22 programs: February 4, 2021
- Spring Semester 2022 programs: May 10, 2021

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. Students are expected to have completed at least four semesters at Whitman or, in the case of transfer students, completed at least 58 credits, prior to participating in semester or academic year off-campus studies. 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.

U.S.-Based Partner Programs (Semester)

Advisors: Susan Holme, Barbara Hoffman, and Helen Kim

Whitman College encourages qualified students interested in pre-professional 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 OCS Application* in myOCS and receive approval for their proposed course of study from the Off-Campus Studies Committee prior to enrollment in the program. Students can gain access to the application after a minimum of at least one advising appointment with a Whitman OCS advisor. 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 (Memorial 205).

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

- Spring Semester 2021 for The Philadelphia Center and The Washington Semester Programs: October 8, 2020
- Fall Semester 2021 for The Philadelphia Center and the Washington Semester Programs: April 8, 2021
- Spring Semester 2022 for The Philadelphia Center and the Washington Semester Programs: October 6, 2021

2020-21 OCS Partner Programs (Semester and Academic Year)

AFRICA

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| CIEE: University of Ghana Arts & Sciences | Ghana |
| SIT: Madagascar Biodiversity and Natural Resource Management | Madagascar |
| SIT: Morocco Migration and Transnational Identity | Morocco |
| CIEE: University of Cape Town Art & Sciences | South Africa |
| SIT: South Africa Community Health and Social Policy | South Africa |
| SIT: South Africa Social and Political Transformation | South Africa |
| SFS: Tanzania Wildlife Management Studies | Tanzania |

ASIA

| | |
|--|------------------|
| SFS: Cambodia Climate Change, Ethics and Conservation | Cambodia |
| SIT: China Public Health, Traditional Medicine and Community Empowerment | 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 |
| CIEE: Tokyo Arts and Sciences | Japan |
| CIEE: Seoul Arts and Sciences | Korea |
| SIT: Nepal Development, Gender and Social Change in the Himalayas | Nepal |

EUROPE

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| 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 Theater Program | England |
| IES: London Health Practice & Policy | England |
| IES: London – Study London | England |
| IES: London Theater Studies | England |
| IES: Queen Mary, University of London | England |
| IES: University College London (UCL) | 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 and Urban Studies | Germany |
| IES: European Union | Germany |
| IES: Freiburg Environmental Studies & Sustainability | Germany |

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|---|------------------------------------|
| IES: Freiburg Language and Area Studies | Germany |
| Year of Study in Munich | Germany |
| College Year in Athens (CYA) | Greece |
| AIT Budapest (Aquincum Institute of Technology) | Hungary |
| Budapest Semesters in Mathematics (BSM) | Hungary |
| IFSA-University College Dublin | Ireland |
| IFSA-National University of Ireland Galway | Ireland |
| Syracuse University Florence | Italy |
| IES: Milan Italy Today | Italy |
| IES: Milan-Music: Voice, Composition & Instrumental | Italy |
| Intercollegiate Center for Classical Studies (ICCS) in Rome | Italy |
| IES: Rome – Study Rome Language and Area Studies | Italy |
| IES: Amsterdam–Conservatorium van Amsterdam | Netherlands |
| IES: Amsterdam–Psychology & Sciences | Netherlands |
| IFSA– Glasgow School of Art | Scotland |
| University of St Andrews | Scotland |
| SIT: 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: Getafe Universidad Carlos III de Madrid | Spain |
| IES: Granada – Study in Granada | Spain |
| Middlebury: Madrid Sede Prim | Spain |
| DIS Stockholm** | Sweden |
| SIT: Switzerland Banking, Finance and Social Responsibility | Switzerland |
| LATIN AMERICA/CARIBBEAN | |
| IFSA-Argentine Universities Program | Argentina |
| IFSA-Psychology in English Program | Argentina |
| SIT: Bolivia Multiculturalism, Globalization, and Social Change | Bolivia |
| SIT: Chile Public Health, Traditional Medicine, and Community Empowerment | Chile |
| IFSA-Chilean Universities Program, Valparaiso | Chile |
| CIEE: Monteverde Sustainability and the Environment | 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- Mérida Universities Program | Mexico |
| AUSM Mexico | Mexico |
| 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 Middle East Studies | Jordan |
| OCEANIA | |

IFSA-University of Melbourne
 SFS: Australia Rainforest to Reef
 Frontiers Abroad: Geology of New Zealand
 University of Otago

Australia
Australia
New Zealand
New Zealand

UNITED STATES

The Eugene O'Neill National Theater Institute (NTI)
 SEA Semester
 The Philadelphia Center (TPC)
 AU Washington Semester Program

Connecticut
Massachusetts
Pennsylvania
Washington DC

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

**This program is available to Whitman students beginning in Spring 2021.

Whitman College reserves the right to withdraw programs from this list at any time for safety, security, health or other reasons.

Whitman Crossroads Courses (Summer & Short-Term)

Crossroads Courses are Whitman faculty-led, short-term off-campus courses that are offered during the summer, winter or spring breaks exclusively for Whitman students. The purpose of Crossroads courses is to give students an opportunity for high-impact learning opportunities with Whitman faculty and local experts in which students engage directly with scientific phenomena, ways of learning, communities, or other local resources in various locales around the world. The courses are typically two to five-weeks long and may be designed as a free-standing field course or be linked to a Whitman on-campus prerequisite course. Whitman expects to offer three or four different Crossroads courses each year. All continuing students (first, second and third-year students) who are in academic good standing are eligible to apply. Students who attend summer Crossroads courses must be enrolled at Whitman (not studying away on an off-campus studies program or on a Leave of Absence) in the spring semester prior to attending Crossroads. Special funds have been set aside by the Office of Financial Aid Services to provide need-based scholarships to qualified students to defray Crossroads course fees. The deadline for Crossroads applications is typically in October or November for summer Crossroads courses. Details about which Crossroads courses will be offered in the coming year are posted on the Off-Campus Studies website before the fall semester begins at the following link: <https://www.whitman.edu/off-campus-studies/ocs-programs/crossroads-faculty-led-courses>.

Crossroads courses include the regularly offered Whitman Summer Studies in China program, a six-week summer program founded in 2001 and administered 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. Need-based scholarships for program fees are available to qualified students from the David Deal China Exchange Endowment. The program is typically offered every other year.

Non-Whitman Summer Programs

Students who wish to transfer credit from non-Whitman summer study abroad programs should complete the *Summer Study Abroad Transfer Credit Application* available through the Summer (non Whitman) program brochure in my OCS accessed through the Off-Campus Studies homepage. It should be submitted online no later than three weeks prior to the summer program's actual application deadline. Students who are seeking summer study abroad options for credit should first review the guidelines on the Off-Campus Studies homepage at: <https://www.whitman.edu/off-campus-studies/getting-started> and consult with a Whitman advisor in Off-Campus Studies about suitable programs prior to selecting a program.

Prior approval from Whitman is required to transfer credit from any summer course taught outside the United States. Transfer credit will not be granted retroactively if a student has not received prior approval from Whitman Off-Campus Studies.

Reciprocal Program

Advisor: Pam Fowler

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

Advisor: 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 2020. The application process for Fall 2022 begins Fall 2021.

Environmental Studies: Whitman in the Wallowas

Advisor: Phil Brick

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

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, develop their passions, and foster civic engagement. They also help prepare students to be successful when pursuing opportunities for employment and graduate study.

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 around the country in conjunction with Alumni Relations.

Career Counseling — Students can meet with SEC staff or search the SEC website for help with any part of a job application process (resumes, LinkedIn etiquette and profile, cover letters, interview skills, deciding between offers, negotiating a salary, etc.). Students and alumni can also schedule appointments with the career counselor to for career exploration and career assessment to help them with identifying their unique areas of focus.

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. They also allow a student to develop research questions for their major course of study. Students are encouraged to apply for paid internships available through SEC resources or to develop an experience that best suits their interests. The SEC also manages the Whitman Internship Grant Program, which provided funding for nearly 200 students in 2019 who developed and secured unpaid summer internships throughout the academic year and summer. A small cohort of juniors and seniors participate in the Community Fellow Program, which funds about a dozen students to work part-time for an academic year on a project at a prominent local organization.

Handshake— Whitman's job and internship search platform includes thousands of postings for internships and full-time/part-time positions applicable to students and young alumni. Handshake allows students to schedule appointments with SEC staff and learn about various SEC-sponsored events.

Community Service Programs — Through collaboration with community partners, student leaders engage the Whitman community in service that addresses community needs and inspires social responsibility through experiential learning. Student interns coordinate numerous service programs that engage hundreds of student volunteers each year in weekly engagement and special events. These programs typically include: The Mentor Program, Adopt-A-Grandparent, Events & Reflection, Bilingual United, Spring Break Engagement Trips, Summer Community Outreach Excursions (SCORE), Whitman Teaches The Movement, and the Buddy Program.

Community Service Consultations — Outside of the weekly student led programs, the SEC team provides opportunities for individuals and groups to meet with staff to connect with volunteer opportunities. Additionally, advising and support is provided to Greek organizations' philanthropy efforts and to the Community Service House.

America Reads/Counts — The SEC hires 30-35 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.

On-Campus Recruiting — 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.

Much more information about the SEC can be found at: www.whitman.edu/student-life/student-engagement-center

Combined Plans

Engineering

Advisor: Fred Moore (Physics)

Note: In December 2016 Whitman formally launched its own 4-year bachelor's degree in Computer Science. The Computer Science option via Whitman's Combined Plan has been eliminated and those admitted with the class of Fall-2017 were the final students eligible for it. Computer Engineering remains an option through this program.

Note: In August 2018 Columbia University discontinued its program of 'guaranteed admission' to Whitman students meeting its coursework and GPA criteria. The last students eligible for this program were those admitted for Fall 2018. Washington University in St. Louis continues to offer a path to guaranteed admission.

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 related degrees (e.g. operations research). In addition, with consultation and approval from the program advisor and the program's advisory committee, students may be able to arrange individual programs combining liberal education with study in engineering at another non-associated but ABET-accredited department of engineering.

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 one of the branches of engineering or operations research, etc. 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-Engineering, Physics/Pre-Engineering or BBMB/Pre-Engineering (Biophysics, Biochemistry and Molecular Biology) by Whitman College; and a second Bachelor's degree, with a major in engineering or a related field, 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*.

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 should take Physics 155 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 advisor before finalizing their first semester schedule. 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. Student who came to Whitman via a transfer process must declare their intent before the end of their second semester in residence at Whitman. Students will have the Engineering program advisor as a major advisor, as well as an advisor from the relevant department (Chemistry, Mathematics, Physics, or BBMB).

3/2 Program Requirements

- 62 Credits at Whitman and 93 credits overall
- Required Courses for all programs
 - Computer Science 167
 - Mathematics 225 and 244

- Physics 145 or 155 and 156
- Chemistry 125 and 135 (or 140)
- Other program requirements
 - Earn at least 93 credits at Whitman and complete three years
 - Transfers finish 62 credits at Whitman and complete two years
 - Have a Whitman GPA of 2.0
 - Complete Whitman General Studies requirements

CHOOSE

- **Physics/Pre-Engineering:**
 - Required courses
 - Mathematics 240
 - Physics 245, 255, and 267
 - 6 credits of 300/400 level physics
- **Chemistry/Pre-Engineering:**
 - Required courses
 - Chemistry 245, 246, 251, 252, 310, 345
 - Either Chemistry 320 or both 346 and 352
- **Mathematics/Pre-Engineering:**
 - Required courses
 - Mathematics 240, 260
 - Computer Science 270
 - 6 credits of Mathematics at 200 level or above
 - Other notes
 - Mathematics 358 and 247 are recommended
 - Need a cumulative GPA of 2.5 or greater in Mathematics
- **BBMB/Pre-Engineering:**
 - Required courses
 - Biology 111, 205; Chemistry 126,136 (or 140), 245, 246, 251, and 252
 - Choose two: BBMB 324 and 334, or 325 and 335, or 326 and 336
- Other notes
 - 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 should take Physics 155 and calculus during their first year.

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-Engineering track typically requires a degree in computer engineering or operations research at the partner school. The BBMB/Pre-Engineering track requires a degree in biomedical engineering or bioengineering at the partner school.

- Complete the requirements for a degree in a field of engineering (or a related degree) 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 advisor. Even with a recommendation from the 3-2 program advisor, admission to some of the affiliated institutions is not guaranteed. Under normal circumstances, to secure a recommendation from the 3-2 program advisor 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 offers guaranteed admission to students who are recommended by the 3-2 program advisor at Whitman, take the prerequisite mathematics and science courses, satisfy their general education and credit requirements and meet an elevated GPA standard.

- 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, and take the equivalents of Economics 100 or 101 or 102, and RWPD 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, 255.
- III. Students receive a Whitman College degree after completing requirements above and, in particular, after receiving a Bachelor’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 awarded to students who successfully complete their 3/2 program. If a student does not receive a 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. 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 advisor.

Forestry and Environmental Management

Advisors: Nicholas Bader (Geology-on Sabbatical, Spring 2021); Tim Parker (Biology)

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

- Required Courses
- Other program requirements
 - Two years of residence at Whitman and a minimum of 94 credits
 - Duke requires applicants to take the Graduate Record Exam in October or December of the year prior to desired year of entrance
 - Must obtain a recommendation from the Duke/Whitman 3-2 Committee. Duke makes final decision on admissions

Choose

- **1. Biology**
 - 22 credits in biology
 - Required courses
 - Biology 111, 112, and 205
 - Chemistry 125, 126, 135, 136 (or 140)
 - Economics 102
 - Mathematics 125
 - Other requirements
 - Biology 215 or 277
 - 8 credits of biology 200 level or above
 - Economics 100 or 101
 - Geology 125, 110, or 120
 - Statistics course
 - Other notes
 - Highly recommended: Computer Science 167, Economics 307, a year of physics
- **2. Geology**
 - 22 credits in geology
 - Required courses
 - Geology 227 and 350
 - Biology 111 and 112
 - Chemistry 125, 126, 135, 136 (or 140)
 - Economics 102
 - Mathematics 125
 - Other major requirements
 - Geology 125, 110, or 120
 - 10 credits in geology above 200 level
 - Economics 100 or 101
 - Statistics course
 - Other notes
 - Strongly recommended: Biology 215 or 277, Computer Science 167, Economics 307, and a year of physics
- **Honors**
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - To be eligible a student must
 - Have 87 credits
 - Completed two semesters at Whitman
 - Once approved, the registrar will be notified by the department
 - Cumulative GPA 3.300
 - Major GPA 3.500
 - Write a thesis graded A or A- by the department faculty
 - Pass the senior assessment with distinction
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Oceanography

Advisors: Nicholas Bader (Geology-on Sabbatical, Spring 2021) and Kate Jackson (Biology-on Sabbatical, Fall 2020)

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 advisor in their first year at Whitman, and the University of Washington Oceanography academic advisor (Michelle Townsend, mtown@uw.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:

- Required Courses
 - Mathematics 125 and 126
 - Chemistry: 125, 126, 135, 136 (or 140), and 245
 - Biology 111 and 112
- Other program requirements
 - 94 credits and spend three years at Whitman
 - 62 credits and two years for transfer students
 - Whitman GPA of at least 3.0.
 - Complete the First-Year Experience
 - Complete the General Studies Distribution Requirements
 - Mathematics 225 or approved statistics course
 - Geology: 110, 120, or 125
 - Physics: 155 and 156;
 - 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

Choose

- **1. Biology**
 - Required courses
 - Biology 205
 - Chemistry 245
 - Other requirements
 - One course at Whitman from each of the three upper division Biology and/or BBMB courses
 - Molecular/Cell, Organismal, and Ecology/Evolution
 - At UW, they must take at least seven semester-equivalent credits of upper-division biology electives
 - UW three semester-equivalent credits of independent research
 - Biology GRE and attain a score sufficient to satisfy Whitman's requirements
 - Other notes
 -
- **2. Geology**
 - Required courses
 - Geology 227, 350, 358, 368
 - Other major requirements
 - Four+ geology level 300 and above at Whitman College
 - At UW, they must take at least 12 semester-equivalent credits of upper-division geology electives; and
 - Geology department written major examination and attain a score sufficient to satisfy Whitman's requirements
 - Other notes
- Other notes
 - For science and math requirements must have a cumulative GPA of 3.0
 - Strongly recommended to take a geology course related to oceanography
 - Honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - To be eligible a student must

-
- Have 87 credits
 - Completed two semesters at Whitman
 - Once approved, the registrar will be notified by the department
 - Cumulative GPA 3.300
 - Major GPA 3.500
 - Write a thesis graded A or A- by the department faculty
 - Pass the senior assessment with distinction
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Careers and Professions

Advisors 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 pre-professional advisors, 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

Nathan Boland (Chemistry), Barbara Hoffman (Associate Director of Off-Campus Studies), Erin Pahlke (Psychology) and Susan Prudente (Assistant Director of Community Engagement)

While Whitman does not have an education major or minor, a broad program in liberal arts and sciences can 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 advisors 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 advisors 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 healthcare policy are essential for the health-care professional. Since the health professions seek individuals with a broad liberal arts and science education in conjunction with a rigorous major area of study in the natural sciences, arts, humanities, or social sciences, Whitman College does not offer “pre-nursing”, “pre-med,” “pre-vet,” or any “pre-health” major. Although many students choose one of our life science majors — biology or biochemistry, biophysics, and molecular biology (BBMB) — more than one-third of our successful matriculants in medical or other health profession schools enter with majors beyond the life sciences, including anthropology, art, chemistry, English, foreign languages (Hispanic Studies, French and Francophone Studies), geology, history, music, philosophy, psychology, religion, sociology and Theater.

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

Whitman College is a founding member of the Walla Walla Clinical Shadowing Program, a collaborative effort with Providence St. Mary Medical Center, Walla Walla Clinic, and Family Medical Center/Yakima Valley Farm Workers Clinic 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.wvshadowing.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 advisor once per semester before application. Additional opportunities to explore the health professions are available through enrollment in the Interdisciplinary Studies 100 level Health Professions courses, attending Health Speaker Series lectures by healthcare professionals, and participating in advising workshops sponsored by the Office of Health Professions Advising. Students should consider joining one of the pre-health student organizations.

For more information on becoming a competitive 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 *Biological Principals*, 112 *The Biological World*, or 205 *Genetics*; 221 & 222 *Anatomy & Physiology I & II* with labs, or 310 *Physiology*, or 330 *Human Physiology*; 339 *Microbiology and Immunology*
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125 & 126, 135 & 136 *General Chemistry I & II* and labs; 140 *Advanced General Chemistry* and 310 *Quantitative Analysis and Chemical Equilibrium*). Two semesters of organic chemistry with two credits of laboratory (Chemistry 245 & 251 *Organic Chemistry I*, 246 & 252 *Organic Chemistry II*)
- Physics — Two semesters of physics with laboratory (Physics 145, 146 *General Physics I & II*)
- Biochemistry (BBMB 325)
- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Rhetoric, Writing and Public Discourse 210 *Writing for Diverse Purpose*)

Note: Requirements vary. If you have AP/IB credit for Chemistry 125, Chemistry 310 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 — Two semesters of biology (Biology 111 *Biological Principals*, 205 *Genetics*); one additional 300-level course (e.g. 303, 305 *Cell Biology and Lab*; 310 *Physiology*, 330 *Human Physiology*; 320 *Neurobiology*; 319 *Developmental Biology Seminar*, 323 *Neurophysiology*, 328 *Evolutionary Biology*, 329 *Developmental Biology*; 339 *Microbiology*); two semesters of laboratory
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125 & 126, 135 & 136 *General Chemistry I & II* and labs; 140 *Advanced General Chemistry* and 310 *Quantitative Analysis and Chemical Equilibrium*). Two semesters of organic chemistry with two credits of laboratory (Chemistry 245 & 251 *Organic Chemistry I*, 246 & 252 *Organic Chemistry II*)

- Physics — Two semesters of physics with laboratory (Physics 145, 146 *General Physics I & II*)
- Mathematics — Two semesters of college mathematics (Mathematics 125, 126 *Calculus I & II*). Mathematics 128 *Elementary Statistics* or 247 *Statistics with Applications* or Psychology 210 *Psychological Statistics* also can fulfill statistics requirement
- English and Writing — Two semesters of courses from English (literature or creative writing) and/or Composition (Rhetoric, Writing and Public Discourse 210 *Writing for Diverse Purpose*). See note below.
- Biochemistry (BBMB 325)
- Social sciences — Three semesters in social sciences (Psychology 110 *Introduction to Psychology*, Sociology 117 *Principals of Sociology*, and one additional course selected from Anthropology 201 *The Strange Familiar: Fundamentals of Cultural Anthropology*, Anthropology 328 *Medical Anthropology*, Psychology 230 *Social Psychology*)

Note: Requirements vary. A course in human anatomy with lab (e.g. Biology 221 & 222) is required or recommended by some schools. If you have AP/IB credit for Chemistry 125, Chemistry 310 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 to three years and lead to the RN licensure, with the opportunity to pursue advanced practice specialization and certification 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 admission. See the American Association of College of Nursing website: <https://www.aacnnursing.org>

The courses most frequently required for admission include:

- Biology — Biology 127 *Nutrition*, Biology 221 & 222 *Human Anatomy and Physiology I & II* and labs; Biology 339 *Microbiology* and lab
- Chemistry — Two semesters, to include general, organic, and biochemistry
- Mathematics — Mathematics 128 *Elementary Statistics* or Mathematics 247 *Statistics with Applications*
- Psychology — Psychology 240 *Developmental Psychology*

Note: Requirements vary. Some schools require chemistry (e.g. general and/or organic), a genetics course (e.g. Biology 205), English composition (e.g. Rhetoric, Writing and Public Discourse 210), speech/public speaking, and additional humanities and/or social science courses.

Occupational Therapy

Occupational therapy (OT) programs currently lead to an entry-level master's degree or a doctorate degree. Programs are looking for applicants who possess strong interpersonal skills, the ability to work in teams, and a desire to help others. Additionally, being a creative problem-solver, a good listener, and a resourceful and compassionate person with an interest in health, science and the arts are desirable qualities. Many OT schools require applicants to have documented paid or volunteer experience. Students interested in the study of occupational therapy should become familiar with the specific requirements of the schools to which they plan to apply. These requirements are contained in the OTCAS Program Directory. See the American Occupational Therapy Association (AOTA) website: www.aota.org.

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

- Biology — Biology 111 *Principals of Biology*, 112 *The Biological World*, 221 & 222 *Human Anatomy I & II and labs*, or 310 *Physiology* or 330 *Human Physiology*
- Mathematics — Mathematics 128 *Elementary Statistics* or 247 *Statistics with Applications*
- Social sciences — Psychology 110 *Introduction to Psychology*, 240 *Developmental Psychology*, 260 *Abnormal Psychology*; Sociology 117 *Principals of Sociology* or Anthropology 201 *The Strange Familiar: Fundamentals of Cultural Anthropology*

Note: Requirements vary. Many schools require a medical terminology course. Some schools require a chemistry or physics course or English composition (Rhetoric, Writing and Public Discourse 210) course.

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 — Biology 111 *Principals of Biology*, 205 *Genetics*, 221 & 222 *Human Anatomy I & II* and labs or 310 *Physiology* or 330 *Human Physiology*, 339 *Microbiology*
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; or 140, 310). Two semesters of organic chemistry with two credits of laboratory (Chemistry 245, 246, 251, 252)
- Physics — Physics 145, 146 *General Physics I & II*
- Mathematics — Mathematics 125, 126 *Calculus I & II* and Mathematics 128 *Elementary Statistics* or 247 *Statistics with Applications*
- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Rhetoric, Writing and Public Discourse 210 *Writing for Diverse Purpose*)
- Social Sciences — Psychology 110 *Introduction to Psychology* and Economics 101 *Principals of Microeconomics*, plus two additional semesters, (Sociology 117 *Principals of Sociology*, Anthropology 201 *The Strange Familiar: Fundamentals of Cultural Anthropology* or 328 *Medical Anthropology*, Psychology 230 *Social Psychology*)

Note: Requirements vary greatly. Many schools require upper division courses of anatomy and physiology, biochemistry (BBMB 325), and public speaking/speech.

Physical Therapy

The opportunity for students to enter a Doctor of Physical Therapy (DPT) program with a bachelor's degree has continually expanded over the years. Most schools require three years for degree completion. Many DPT schools require applicants to observe a physical therapist in one or more practice settings prior to admission. Students interested in the study of physical therapy should become familiar with the specific requirements of the schools to which they plan to apply. These requirements are contained in the PTCAS Program Directory. See the American Physical Therapy Association (APTA) website: www.apta.org. The following courses will satisfy the requirements for admission to most U.S. physical therapy schools:

- Biology — Biology 111 *Principals of Biology*, 112 *The Biological World*, 205 *Genetics*, 221 & 222 *Human Anatomy I & II* and labs or 310 *Physiology* or 330 *Human Physiology*
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136 or 140, 240)
- Physics — Two semesters of physics with laboratory (Physics 145, 146, 175, 176)
- Mathematics – Mathematics 128 *Elementary Statistics* or 247 *Statistics with Applications*
- Social sciences – One semester of Psychology 110 *Introduction to Psychology* or 240 *Developmental Psychology* and one additional course selected from anthropology, sociology or psychology

Note: Requirements vary. Many schools require a course in human anatomy. Some schools require courses in mathematics (Mathematics 125, 126), English composition (Rhetoric, Writing and Public Discourse 210), exercise physiology, medical terminology, and ethics (Philosophy 127 *Ethics*, Philosophy 217 *Bioethics*). If you have AP/IB credit for Chemistry 125, Chemistry 240 is not required.

Physician Assistant

Many PA programs have expanded to select students completing bachelor's degrees. Most programs require two to three years to complete certification. The requirements are provided in the PAEA Program Directory. See the Physician Assistant Education Association (PAEA) website: www.paeaonline.org

The courses most frequently required for admission include:

- Biology — Biology 111 *Principals of Biology*, 127 *Nutrition*, 205 *Genetics*, 221 & 222 *Human Anatomy I & II* and labs or 310 *Physiology* and 330 *Human Physiology*, 339 *Microbiology*
- Chemistry — Three semesters, to include inorganic, organic, and biochemistry
- Mathematics — Mathematics 128 *Elementary Statistics* or 247 *Statistics with Applications*
- English and Writing — Two semesters of courses from English (literature or creative writing) or Composition (Rhetoric, Writing and Public Discourse 170, 210, 320)
- Social Sciences — Psychology 110 *Introduction to Psychology* required. Psychology 230 *Social Psychology*.

Note: Requirements vary greatly. Many schools require courses in human anatomy. Some will allow Comparative Anatomy (Biology 315).

Public Health

Many of the approximately 51 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. See the Association of Schools and Programs of Public Health (ASPPH) website: www.aspph.org.

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 — Biology 111 *Principals of Biology*, 112 *The Biological World*, 205 *Genetics*, 315 *Comparative Anatomy*, 310 *Physiology* or 330 *Human Physiology*, 339 *Microbiology*
- Chemistry — Two semesters of general/inorganic chemistry with laboratory (Chemistry 125, 126, 135, 136; or 140, 310). 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 & 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 (Rhetoric, Writing and Public Discourse 170, 210, 320)

Note: Requirements vary. If you have AP/IB credit for Chemistry 125, Chemistry 240 is not required. Some schools require courses in animal nutrition and public speaking/speech.

Law

Advisors: Jack Jackson (Politics), Noah Leavitt (Director of the Student Engagement Center), and Patrick Frierson (Philosophy)

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, writing and public discourse 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 statistics 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 advisor.

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 the Law School Admission Test by the end of the fall semester of their senior year in order to meet most law school admission deadlines; however, we strongly encourage students to take the LSAT by the end of October. Students looking ahead to law school are encouraged to meet with a prelaw advisor during their junior year to map out a timetable for exams and applications.

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; students interested in applying to MLIS programs should be prepared to focus on information science in a variety of research and instructional contexts. Because of the growing emphasis on digital programs and resources in libraries, computing, database, and metadata skills are important areas of concentration. Many graduate programs offer opportunities to specialize in areas such as archives and record management, informatics, and data services. Successful applicants to MLIS programs 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

Adam Kirtley (Interfaith Chaplain)

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.

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, 325, 334, 365
- Sociology 110, 207, 208

Social Work and Human Services

Helen Kim (Sociology)

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

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

Suggested Courses:

- Economics 100 or 101, 102
- Philosophy 127
- Psychology 110, 210, 230, 240, 260
- Sociology 117, 230, 257, 267

Sport Studies, Recreation and Athletics

Kim Chandler (Director of Athletics and Chair, Sport Studies, Recreation and Athletics)

Whitman's SSRA program offers a variety of activity and lecture classes, as well as intramurals, club and intercollegiate athletics. The broad-based 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.

SSRA courses are a broad array of activity courses designed to provide experiences and training opportunities within a diverse mix of physical education, recreation, fitness, and individual and team sport offerings. Additionally, SSRA offers a

handful of theory Classroom activity courses designed to more fully inform students about certain aspects of physical activity and sport.

Suggested Courses:

- Sport Studies, Recreation and Athletics 137, 153, 200, 308, 390, 395.
- Try weight training, speed and agility training, yoga, Pilates, swimming, or one of several sport offerings.

Theater and Dance

Laura Hope, Director of Theater & Department Chair

Students planning a career in the performing arts will find that the program at Whitman College can provide them with a solid core of skills and knowledge as well as many opportunities to explore new facets of themselves and the art form. Our students gain skills that will prepare them for further study in graduate schools, professional training programs, and internships at major regional theaters and other arts organizations. We strive to instill in our students a sense that the performing arts take place in the larger context of the world and tie into the overall liberal arts education provided at Whitman College.

Our program provides the following to our students:

- Rigorous training in a variety of performance, design, and technical disciplines.
- Hands-on opportunities in many areas to participate in performances during the course of our season at the Harper Joy Theater as well as access to resources to work on your own independent projects.
- Work study and paid employment in our shops and box office.
- A focus on Theater and dance as collaborative art forms which respects the work put forth by everyone involved in the production process.

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 and Statistics division, General Studies, and Interdisciplinary Studies.

DIVISION I: Social Sciences: Departments of Anthropology, Economics, History, Politics, Psychology, Sociology, and Sport Studies, Recreation and Athletics as well as courses in the Library. *Shampa Biswas, Chair*

DIVISION II: Humanities and Arts: Departments of Art, Art History and Visual Culture Studies, Classics, English, Hispanic Studies, Music, Philosophy, Religion, Rhetoric, Writing and Public Discourse, and Theater and Dance, as well as course in Composition, and Global Literatures. *Sharon A.M. Alker, Chair*

DIVISION III: Science and Mathematics and Statistics: Departments of Astronomy, Biology, Chemistry, Computer Science, Geology, Mathematics and Statistics, and Physics as well as courses in Science. *Kurt Hoffman, Chair*

GENERAL STUDIES: Distribution Requirements, First Year Seminars (GENS 175,176), and Critical Voices.

INTERDISCIPLINARY STUDIES: Asian and Middle Eastern Studies, Biochemistry, Biophysics, and Molecular Biology (BBMB), Environmental Studies, Film and Media Studies, Gender Studies, German Studies, Latin American Studies, and Race and Ethnic Studies as well as courses in Interdisciplinary 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 2020-2021 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 semester(s) the course is offered, the professor teaching the course and the number of credits for 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. 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.

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 student portal.

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 the Whitman First Year Seminars (The First-Year Experience) and the Distribution Requirements. The First Year Seminars provide a foundation for learning at Whitman through interdisciplinary fall learning communities exploring complex questions and spring seminars focused on making powerful arguments. 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.

Writing Proficiency Requirement: Nearly all courses at Whitman require proficiency in writing, so the College will evaluate the writing skills of all entering students before Registration. Shortly after arrival on campus, all entering students will write in response to a prompt. Those writing samples, with names removed, will be evaluated by a panel of Whitman writing professors to identify those entering students who would most benefit from attention to their writing skills. Before entering students' first meetings with their advisors, an e-mail will be sent to the Whitman accounts of all students required to enroll in Rhetoric, Writing, and Public Discourse (RWPD)170 in their first term at the College. Advisors will get this information at the same time and will help those students plan their schedules with this addition in mind. The registrar will automatically enroll students into the sections of RWPD 170 that do not conflict with their chosen schedules.

First-Year Experience: All students, with the exceptions noted below for transfer students, are required to successfully complete the two-semester sequence of the Whitman First Year Seminars (General Studies 175, 176) during their first year of study at Whitman College. 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.

Cultural Pluralism – Learning Outcomes

Students will be able to do one or more of the following:

- Engage with ideas and people that expand one's cultural perspectives.
- Articulate how different cultural backgrounds affect interactions or relationships with others.
- Articulate complex relationships arising from the intersection of various aspects of culture, such as language, gender, history, values, politics, religious practices, and unequal distributions of power and resources.
- Navigate differences by drawing on relevant cultural frames of reference and adapting perspectives accordingly.
- Apply different methodological and theoretical approaches to interpret cultural difference.

Students must complete **two courses totaling at least six credits** designated as fulfilling the requirement in cultural pluralism. These courses include:

| | |
|--|---|
| Anthropology 101, 153, 201, 210, 223, 225, 233, 238, 246, 247, 248, 257, 258, 259, 300, 306, 313, 321, 328, 347, 348, 358 | 280, 283, 287, 288, 300, 302, 310, 313, 314, 319, 322, 323, 332, 344, 348, 349, 360, 364, 370, 384, 387, 389, 393, 394, 395, 494 |
| Art History and Visual Culture Studies 210, 235, 243, 246, 248, 257, 260, 353, 356, 357, 495 | Interdisciplinary Studies 220,230, 240, 300 |
| Asian and Middle Eastern Studies — all courses | Japanese — all courses |
| BBMB 430 | Latin — all courses |
| Chinese — all courses | Music 115, 129, 160, 258, 354, 360 |
| Classics 200, 205 | Philosophy 110, 216, 218, 219, 235, 247, 251, 318, 340, 360, 461 |
| Economics 258, 266, 294, 345 | Politics 114, 119, 207, 208, 228, 254, 301, 311, 312, 325, 333, 334, 349, 359, 363, 365, 367 |
| English 200, 246, 247, 347, 376, 389 | Psychology 218, 239, 309, 311, 319, 336 |
| Environmental Studies 205, 259, 306, 313, 335, 339 | Race and Ethnic Studies— all courses |
| Film and Media Studies 255, 307, 340, 345, 350 | Religion 100, 103, 109, 110, 115, 117, 134, 153, 154,160, 170, 204, 207, 208, 209, 213, 214, 217, 219, 221, 222, 223, 225, 236, 245, 250, 251, 290, 291, 292, 304, 305, 307, 310, 321, 325, 347, 358, 387 |
| French and Francophone Studies — all courses (except 491, 492) | Rhetoric, Writing and Public Discourse 250, 270, 403 |
| Gender Studies — all courses | Sociology 110, 117, 205, 209, 229,235, 257, 258, 259, 267, 269, 270, 251, 271, 278, 279, 287, 290, 309, 310, 325, 337, 360, 369 |
| German — all courses (except 352, 391, 392) | Theater and Dance 118, 210, 382 |
| Global Literatures 222, 301, 305, 309, 312, 320, 322, 325, 328, 338, 395, 407 | |
| Greek — all courses | |
| Hispanic Studies — all courses (except 491, 492) | |
| History 109, 110, 112, 121, 127, 128, 188, 205, 209, 210, 214, 215, 217, 218, 219, 220, 223, 225, 230, 235, 241, 243, 247, 248, 254, 259, 264, 265, 268, | |

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 creative problem solving skills, the ability to exercise artistic expression, and an 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.

Fine Arts – Learning Outcomes

Students will be able to do one or more of the following:

- Solve problems in creative ways
- Recognize the techniques used in at least one art form
- Understand different theoretical approaches to artistic production
- Develop their ability to express themselves artistically
- Critically analyze their own and others' artistic work.

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

| | |
|--|--|
| Art — all courses | Classics 224, 319, 377 |
| Art History and Visual Culture Studies — all courses | English 150, 250, 251, 252, 320, 321, 322, 389 |

Environmental Studies 314, 319, 347
 Film and Media Studies 260, 360
 French 260
 History 224

Music — all courses
 Philosophy 239, 302
 Rhetoric, Writing and Public Discourse 110
 Theater and Dance (except 235, 372)

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 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.

Humanities – Learning Outcomes

Students will be able to do one or more of the following:

- Read texts, be they literary, philosophical, artistic, religious, or material in nature, with precision and generosity
- Analyze and interpret texts with precision, assessing their form and content both on the texts' own terms and through critical lenses informed by other texts
- Understand how language, genre, cultural and historical context can shape a text and our interpretation of it
- Effectively communicate, through written and spoken words, insights drawn from the works they are reading and interpreting
- Recognize and appreciate the aesthetic, moral, and linguistic dimensions of complex problems

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

Anthropology 223, 225
 Art History and Visual Culture Studies — all courses
 Art 114
 Asian and Middle Eastern Studies 105, 106, 301
 Chinese — all courses
 Classics — all courses
 English (except 150, 250, 251, 320, 321, 322, 389)
 Environmental Studies 202, 203, 205, 217, 226, 227, 230, 235, 247, 308, 335, 339, 340, 347, 349, 350, 358, 360, 365
 Film and Media Studies (except 260, 305, 360)
 French and Francophone Studies — all courses
 Gender Studies 250, 330, 331
 German — all courses (except 352)
 Global Literatures — all courses

Greek — all courses
 Hispanic Studies — all courses
 History 215, 224, 225, 313
 Japanese — all courses
 Latin — all courses
 Music 297, 298, 299
 Philosophy — all courses (except 200, 260 and 488)
 Politics 121
 Race and Ethnic Studies 225, 305, 325
 Religion — all courses
 Rhetoric, Writing and Public Discourse — all courses (except 110, 205, 263)
 Theater and Dance 118, 210, 218, 234, 235, 281, 330, 357, 372, 373, 377, 381

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** students develop the skills necessary 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.

Quantitative Analysis – Learning Outcomes

Students will be able to do one or more of the following:

- Perform computations associated with a model and make conclusions based on the results
- Represent, communicate, and analyze ideas and data using symbols, graphs, or tables
- Analyze and interpret data using statistical methods

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

Chemistry 100, 102, 125, 126, 140

Computer Science 167, 220

Economics 227, 327, 479

Environmental Studies 207

Mathematics 125, 126, 128, 225, 247

Music 426

Philosophy 200, 260, 488

Physics 101, 102, 103, 104, 105, 155, 156, 245, 267

Psychology 210

Sociology 208

Note: Courses designated Independent Study may not be used to satisfy the quantitative analysis Distribution Requirement.

5. Courses in the **sciences** give students the background necessary to inquire about 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.

Sciences – Learning Outcomes

Students will be able to do one or more of the following:

- Demonstrate familiarity with one or more scientific methods of inquiry
- Articulate fundamental theories in a science using precise terminology of the field
- Formulate a hypothesis, given a problem or questions, and design a valid experiment to test it.
- Collect, interpret, and analyze scientific data
- Apply the principles of scientific inquiry to civic and personal issues.

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 100 and 200-level courses

BBMB — no courses apply

Biology — all 100-level courses, 205

Chemistry — 100, 102, 125, 126, 135, 136, 140, 245

Geology — all 100 and 200-level courses (except 158, 258)

Physics — all 100 and 200-level courses (except 115, 116)

Psychology 215, 225

Science 180

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.

Note: Courses designated Independent Study may not be used to satisfy the sciences Distribution Requirement.

6. Studies in the **social sciences** help students 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.

Social Sciences - Learning Outcomes

Students will be able to do one or more of the following:

- Compare and contrast social institutions, structures, and processes across a range of historical periods, cultures, and societies around the globe.
- Analyze complex behavior and relationships within and across individuals and social contexts.
- Demonstrate familiarity with social science methods in the context of explaining or predicting individual and collective behavior and decision-making.
- Apply social science principles to personal, social, and/or organizational issues.

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

Anthropology — all courses

Classics 221

Economics — all courses

Environmental Studies 259, 306, 307, 313, 322 329, 353,362,

Gender Studies 330, 331, 333

Hispanic Studies 456

History — all courses

Politics — all courses

Psychology — all courses (except 210, 215, and some courses designated Seminars or Tutorials — see the individual course descriptions)

Race and Ethnic Studies 305

Religion 223, 225, 325

Rhetoric, Writing and Public Discourse 342, 360

Sociology — all courses

Note: Courses designated Independent Study may not be used to satisfy the social sciences Distribution Requirement.

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.

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.

First Year Seminars

The two-semester First Year Seminars sequence combines a fall semester focused on interdisciplinary intellectual exploration and risk-taking with a spring semester focused on in-depth investigation of and argumentation about an important topic.

First Year Seminars will cultivate students' intellectual curiosity, developing their abilities to inquire into complex issues, formulate and support coherent arguments, and engage in constructive, transformative dialogue with their professors and peers. All first year seminars are developed with consideration of difference, cultural inclusiveness, and contending perspectives.

The two semesters will be taught as separate courses, with separate instructors and student cohorts. The P-D-F grade option may not be elected for this course.

175 Exploring Complex Questions

Fall

Staff

4 credits

Students are introduced to the liberal arts through interdisciplinary, collaborative, discussion-based courses, housed in 4-6 learning communities, which each include faculty from at least three different disciplines. Each Exploring Complex Questions learning community engages a common topic, either a theme explored through a series of questions, or a large question explored through a variety of subtopics. Common elements within a learning community might include one or more of the following: a shared syllabus, syllabi that share some common texts, or syllabi with common activities (speakers/symposia/excursions, etc.). All Exploring Complex Questions seminars incorporate some aspect of information literacy to increase students' abilities to independently explore complex topics. Distribution area: none.

Exploring Complex Questions – Learning Goals

Students will be able to:

- read inquisitively and generously
- read with attention to detail and nuance
- engage with texts of varied genres and mediums
- formulate productive questions that guide exploration of a complex text (broadly construed)
- use discussion as a means to discover and reconsider ideas
- learn collaboratively with classmates and professor
- use writing as a means to discover and reconsider ideas
- understand how a writer's overt purposes and readers' expectations influence the structure and style of writing

176 Making Powerful Arguments

Spring

Staff

4 credits

As students progress into the second half of their first year they choose a seminar focused on in-depth investigation of an important topic and work on developing and supporting arguments. Making Powerful Arguments seminars are offered on a wide range of topics but all share common writing assignment parameters. All Spring Seminars incorporate library research skills and develop students' proficiency with and understanding of citation practices. Distribution area: none.

Making Powerful Arguments – Learning Goals

Students will be able to:

- read inquisitively and generously
- read with attention to detail and nuance
- practice respectful but rigorous debate
- learn collaboratively with classmates and professor
- use writing as a means to discover and reconsider ideas
- develop arguable and defensible thesis statements
- integrate appropriate evidence to support argumentative claims

Courses of Instruction

Anthropology

Chair: Jason Pribilsky

Eunice L. Blavascunas

Rachel L. George (*on Sabbatical, Fall 2020*)

Charles F. McKhann

Suzanne Morrissey (*on Sabbatical, 2020-2021*)

Xiaobo Yuan

Known as the 'holistic science of humankind', anthropology attempts to understand humanity in the broadest of comparative perspectives and in relationship with other animal species and the physical world. Among all the liberal arts disciplines, anthropology is unique in its goal of bridging the humanities, natural and social sciences, and in its long view of human time (from prehistory to the present). Together with their professors, anthropology students seek answers to the age-old question "what does it mean to be human?" through the detailed study and comparison of cultural traditions.

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 the 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 of cultures 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 careers or acceptance into graduate schools that capitalize on qualitative methods and data analysis, understanding of cultural diversity, and critical assessment of normative value systems.
- **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.

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

Total credit requirements for an Anthropology major: 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.

The Anthropology major

- 36 Credits
- Required Courses
 - Anthropology 101, 201, 490, and 492 or 498
 - 22 Additional Credits
 - Must take one course in each of the following
 - Ethnographic Skills
 - Anthropology 217, 312, 325, 337, or 339
 - Bio- and Environmental materialities
 - Anthropology 259, 300, 304, 306, 328 or 360
- Senior Requirements
 - Anthropology 490 and 492 or 498
 - Oral defense and/or presentation of their senior project or honors thesis
- Honors

- Students do not apply for admission to candidacy for honors
- Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman.
- Cumulative GPA of at least 3.300 on all credits earned at Whitman College
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course
- Pass the senior assessment with distinction
- Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Anthropology minor:

- 20 Credits
- Required Courses
 - Anthropology 101 and 201
- 12 additional credit in Anthropology

The Anthropology-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of the catalog.

101 Becoming Human: An Introduction to Anthropology

Fall, Spring **Fall: Blavascunas; Spring: Pribilsky** **4 credits**

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 cultural relativism, human diversity, evolution, language, and “Othering,” 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.

153 Religion and Native America

Spring **Thayne** **4 credits**

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, including its contemporary setting. We will consider how religious, anthropological, and other Euroamerican categories have influenced and been involved in the production of “Indigenous religion” and Indigeneity in North America, as well as ways these categories have been co-constituted with/as/against race. The course will also focus on Native American engagement with Christianity, missionary work to Indigenous peoples, Native “conversion,” and U.S. reform efforts, such as federal boarding schools. We will consider how religion has functioned within the U.S. legal system, particularly in cases where Indigenous peoples have sought to protect their lands and practices under the rubric of religion. Particular attention will be given to religion in this region, with sections on Washat, or the Seven Drums religion of the Plateau peoples, First Salmon ceremonies of Pacific NW peoples, the missionary work of Myron Eells (son of Whitman Seminary founder Cushing Eells), and the missionary efforts of Marcus and Narcissa Whitman—namesakes of Whitman College—among the Cayuse, Walla Walla, and Umatilla people, and the complicated issue of memorializing and remembering the so-called “Whitman Massacre” and legacy. May be taken for credit toward the Race & Ethnic Studies major or minor. May be elected as Religion 153. Open only to first and second year students.

201 The Strange Familiar: Fundamentals of Cultural Anthropology**Fall****Yuan****4 credits**

An introduction to the history, theory, and methods of cultural anthropology. Students will be evaluated through in-class exams, short essays, and ethnographic research and writing exercises. Open to sophomores and juniors; seniors by consent only.

206 Anthropology and Europe**Not Offered 2020-21****4 credits**

“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.

210 Bring Out Your Dead: Anthropology of Death and Dying**Spring****Serin****4 credits**

Drawing from philosophy, history, literature, film, and various sub-disciplines of anthropology, this course will develop a robust theoretical framework for an anthropology of dead and dying bodies centered on the political, cultural, and scientific problematizations of the boundary between life and death. The course will introduce students to a substantial corpus of anthropological research on death-that-is-life of chronic disease and end-of-life care; biotechnologies and the ethics of remaking life and death; temporalities of death and dying; the necropolitical critique of the social abandonment and killing of racialized, ethnicized, and gendered Others; the management of human remains and relics; the corpse’s centrality to the shifting terrain of evidence and the implications of forensics for witnessing of trauma, violence, and loss; and spaces of death and dying as key sites of political mobilization and imaginaries of emancipation. May be taken for credit toward the Race and Ethnic Studies major or minor.

217 Language and Culture**Spring****George****4 credits**

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. May not be taken for credit if Anthropology 317 was completed.

220 China Now**Not Offered 2020-21****4 credits**

Since the end of the Maoist era and the beginning of "Reform and Opening Up" (beginning in 1978), China has experienced staggering social changes, from transitioning to a market economy to re-entering the global political theater as an increasingly influential superpower. This course explores these transformations and their consequences for Chinese society and politics, national and regional cultures, and ordinary life. We will examine topics including the history and politics of "Reform and Opening Up"; urbanization, migration, and the division of labor in cities and countryside; shifts in mass consumption and mediated desire; the social reproduction of traditional concepts like "guanxi" and "face"; religion and ethics; and ecological and environmental imaginations in 21st-century China. The class format will be mixed, lectures + discussion; assignments will include short paper assignments (4-6 pages), weekly forum posts, and a final presentation of a research topic.

223 Religion and the Spirit of Capitalism**Spring****Yuan****4 credits**

As global capitalism reaches into every corner of human life, what role does religion play in the reproduction of social inequalities, labor practices, and exploitative economies? Did religion sow the seeds of capitalism? How might religious traditions and practices be used to critique capitalism and reimagine the culture it created? In this course, we delve into the entanglements between religion and the dominant economic form of the modern world: capitalism. Areas covered include classical social theories of religion and capitalism (Marx, Weber, Tocqueville, Durkheim); contemporary examples of interactions between religious practice and capitalist processes; and the mobilization of religious traditions in critiquing and resisting capitalism. Topics may include the “Confucian ethic” and economic growth in East Asia; Islamic financial

institutions; the effect of Pentecostalism's explosive growth on the economic experiences of African and Latin American communities; the marketization and commodification of religion; and more. May be elected as Religion 223.

225 Global Christianity

Fall

Yuan

4 credits

This course examines Christianity in its multiplicity and diversity, from its origins in a pluralistic ancient Mediterranean world to the spread of Christian practices and cultural forms throughout the globe. Through engagement with anthropology, history, theology, and literary texts, we will explore how various Christian texts, concepts, institutions, practices, and narratives have circulated among different populations in distinct socio-historical contexts. The course centers around two key questions: How has Christianity been formed and reformed through its global encounters? And how have these encounters in turn shaped the world as we know it? May be elected as Religion 225.

246-248 Special Topics in Peoples and Cultures

1-4 credits

Any current offerings follow.

247 ST: Carceral Cultures

Fall

Serin

4 credits

This course offers students an intellectual toolkit for thinking critically and engaging politically with contemporary problems of mass incarceration. Drawing on historical, ethnographic, legal, and literary texts on slave plantations, native reservations, internment camps, prisons, refugee camps and immigration detention centers in diverse cultural and geographical locations, we will rethink capital, labor, and political economy; regimes of racialization and gendering; and sovereignty and biopolitics in imperial, post-colonial, settler-colonial, and neoliberal contexts. We will also attend to the experiences and alternative imaginaries of those captive in carceral complexes in an effort to learn from abolition movements. May be elected as Politics 201. Distribution area: social sciences.

248 ST: Political Anthropology

Fall

Serin

4 credits

How does anthropology contribute to and challenge the established categories and concepts of the political? What sorts of questions emerge when anthropology engages with the theoretical perspectives of other disciplines, in particular political theory? What methodological insights does anthropology bring to the critical inquiry of hegemony, ideology, and culture; political economy and race; nationalism and identity politics; states and statelessness; zones of exception and sovereignty; biopolitics and governmentality; resistance and subalternity; political affect and embodiment; science and technology and securitization? What new and alternative imaginaries of the political do these interdisciplinary questions and collaborations analytically produce? May be elected as Politics 202. May be taken for credit toward the Politics or Race and Ethnicities Studies major or minor. Distribution area: cultural pluralism or social sciences.

257 Chinese Society and Culture

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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 201, 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

Spring

Pribilsky

4 credits

While the incidence and mortality rates for cancer in the global North are decreasing, it is now a well-recognized global epidemic, playing out in different corners of the world based on conditions of differential resources and access to care, environmental conditions, and cultural contexts. This course explores 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. While considerable attention will be given to the cultural make-up of cancer in the US -- from pinkwashing to survivor cultures to the fraught ethics of genetic testing, among other themes-- this seminar will direct considerable attention to its epidemic rise in the global South and challenges for global health. Drawing from medical anthropology, course themes will also 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. Students will write short papers and will carry out a research project of their own choosing.

304 Anthropology of Complementary, Alternative and Integrative Medicine

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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 306 to satisfy the interdisciplinary course requirement in environmental studies.

312 Ethnographic Film Studies**Spring****Serin****4 credits**

This survey course on the history and theory of ethnographic film will approach cinematic imagination as an instrument of self-othering. How does ethnographic film expose and disrupt the sensory perceptions, common-sense conceptions, and dominant interpretations of social and cultural practice? What is its political potential as an aesthetic form and medium to construct new meanings, tell alternative (hi)stories, and create different worlds? The course will introduce students to seminal works in the genre from its beginnings at the turn of the 20th century to the present, including more recent, self-reflexive, and experimental productions. Requirements include weekly film screenings, film critiques, and a final exam. May be taken for credit toward the Film and Media Studies major or minor. *Prerequisite:* Anthropology 201 or consent of instructor.

313 Communism, Socialism, and the Environment**Spring****Blavascunas****4 credits**

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.

321 Anthropology of the State**Not offered 2020-21****4 credits**

What is the state? What's special about state power and state institutions? How do we understand and experience bureaucracy, state violence, policing, state secrecy, and transparency? How do state structures produce and intersect with constructions of race, gender, class, and other social distinctions? How do we live within and without the state? This course challenges notions of "the state" as a monolithic entity and examines the state as an ensemble of institutions and practices. We will interrogate the foundations of the state and its manifestations in contexts of cultural and social difference. And we will think in novel ways about what it means to approach the state anthropologically — by centering systems of meaning and belief, everyday practices, structures of power, and emergent forms of resistance. Closely engaging with theories of the nation-state, colonialism, hegemony, governmentality, and other concepts, this course will incorporate materials from social theory, ethnography, documentary films, and other genres to examine representations of the state across a variety of socio-historical contexts. Topics may include bureaucratic regimes, policing and incarceration, conditions of "statelessness," crisis management, conspiracy theories and paranoia, and the national security state. *Prerequisite:* four credits in anthropology.

325 The Anthropology of Digital Media**Not offered 2020-21****4 credits**

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:* four credits in anthropology or film studies or consent of instructor.

328 Medical Anthropology**Not offered 2020-21****4 credits**

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.

330 Resistance and Refusal

Not offered 2020-21

4 credits

What does it mean to push back against power? Since the 1970s, resistance has been a dominant framework for cultural anthropologists. Emerging out of interests in social inequality, hegemony, and power, anthropologists have sought to analyze practices of "resistance" at multiple scales, from mass political movements to the "hidden transcripts" of everyday life. This focus on resistance has also met its own resistances, most recently from scholars who have theorized "refusal" as an alternative framework for understanding counter-hegemonic practices. In this seminar, we will engage with texts on a variety of issues -- including civil disobedience, peasant uprisings, postcolonial and indigenous protests, religious "piety" movements, non-sovereign politics, and ethnographic refusal -- to explore the following questions: What is the difference between resisting and refusing -- and why does it matter? How do acts of resistance and refusal generate new structures of power? And what might the future of resistance and refusal look like? Class format is seminar (discussion-based) and assignments include short papers (4-6 pages), oral presentations on readings, and a final exploratory paper on a research topic.

337 Regional Ethnographic Fieldwork: Researching and Writing Culture

Not offered 2020-21

4 credits

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 amenable 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 201 or consent of instructor.

339 Ethnographic Research and Writing

Not offered 2020-21

4 credits

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.

347-348 Special Topics in Anthropology

1-4 credits

Any current offerings follow.

347 ST: Affect and Emotion

Fall

Yuan

4 credits

Collective effervescence, eco-anxiety, intimacy, political despair, radical hope — how do these intensely human experiences and feelings shape our social world? While scholars from Durkheim onward have considered how collective structures of feeling drive social transformation, the recent "affective turn" in anthropology and other humanistic social sciences has raised new and urgent questions: How is climate change viscerally "felt"? Why do people love or despise political candidates? How does social media become saturated with "toxic" affect? And, more broadly, how might theories of affect, emotion, passion, and sensation inform our understanding of ethics and politics? In this course, we tackle texts that engage with these forces beyond the rational, exploring how "affect" and "emotion" helps us to understand how people inhabit and produce certain life-worlds, atmospheres, and futures. We will combine theoretical readings (e.g., Deleuze, Massumi, Berlant) with ethnographic accounts of the social lives of affect and emotion across diverse cultural contexts. Topics include the role of affect in political

movements; language and emotion; vulnerability and precarity; social intimacy and alienation; memory and trauma; and the affective dimensions of capitalism, religion, democracy, climate change, and other phenomena. This course will be structured as a discussion-focused seminar, with student presentations, reading responses, and a final research paper. Distribution area: cultural pluralism or social sciences.

348 ST: First Foods as Indigenous Sovereignty

Spring

Thayne

4 credits

This course will be co-taught with Modesta Minthorn, Director of Education for the Confederated Tribes of the Umatilla Indian Reservation (CTUIR). The course will be taught on the Umatilla Indian Reservation (UIR) and half of the class members will be from the CTUIR community. Whitman students will be bussed from campus to the UIR. We will focus on the institution, practice, and discourse of First Foods, situated within the broader topic of Food Sovereignty as practiced, discussed, and institutionalized in American Indian and Indigenous movements and communities. The course will draw on works by anthropologists, Indigenous activists, leaders, and writers, and community-based research. The course will include several guest speakers and will involve three to four field trips outside of the scheduled class time to sites in and around the UIR and CTUIR traditional use area.

Distribution area: cultural pluralism or social sciences.

349 Urban Life: Readings in the Anthropology of Cities

Not offered 2020-21

4 credits

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 or minor.

358 Social Bodies, Diverse Identities: the Anthropology of Sex and Gender

Fall

Serin

4 credits

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 elected as Gender Studies 358. *Recommended Prerequisite:* Anthropology 201 or Gender Studies 100.

360 The Cultural Politics of Science

Spring

Balavascunas

4 credits

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

Fall, Spring

Staff

1-4 credits

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 Senior Seminar**Fall****Pribilsky****4 credits**

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 capstone research project. Required of, and only open to, senior anthropology majors.

492 Senior Project**Spring****Pribilsky****2 credits**

Senior major students create a substantial original capstone project based on the previous semester plan.

498 Honors Thesis/Project**Spring****Pribilsky****2 credits**

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

Art

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| <i>Chair, Fall 2020:</i> Justin Lincoln | Daniel Forbes |
| <i>Chair, Spring 2021:</i> Nicole Pietrantonio | Maria Lux |
| M Acuff | Emily Somoskey |
| Charly Bloomquist | Charles Timm-Ballard |

The focus of the studio arts program is the enrichment of the intellect through the creation, expression, and interpretation of 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.

Learning Goals: Upon graduation, a student will have:

- **Major-Specific Areas of Knowledge**
 - Demonstrated technical skills and processes associated with a wide variety of visual media. Generated images/objects. Interpreted the visual language and meanings of art works. Pursued courses of study in both traditional materials/visually based art practices, and conceptually and technologically driven modes of art production.
- **Accessing Academic Community/Resources**
 - Been informed by the critical and formal discourses of the discipline(s). Learned to research in libraries, archives, galleries, and museums.
- **Communication**
 - Interpreted and expressed ideas in a wide range of sensorial, visual and verbal forms.
- **Critical Thinking**
 - Acquired creative problem-solving skills, and non-linear and abstract-thinking skills. Understood and positioned their endeavors within a cultural and historic framework.
- **Research Experience**
 - Traveled to New York City for a research trip and attended exhibitions in the numerous venues on campus.

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

Total credit requirements for an Art major: A student who enters Whitman without prior college-level preparation in art will have to complete 35 credits to fulfill the requirements for the art major.

The Art major:

- 35 Credits
- Required Courses
 - Art 130 or Art 160
 - Arth 103 and Arth 229 (prerequisite for Art 480 and Art 490)
 - Art 480 and 490
 - Two courses from Art 103-115
- In any one of the following areas: Ceramics, Drawing, Painting, Printmaking & Book Arts, New Media, Photography, or Sculpture a student must take the following:
 - One Beginning level Art class, excluding Art 130 or Art 160
 - One Intermediate level Art class
 - One Advanced level Art class
 - One additional course in AHVCS
 - No PDF courses

- Other Notes
 - For the Art major with an AHVCS major or minor, no course may satisfy both the major and minor requirements
 - If interested in graduate school, a student should consult with their advisor about additional courses.
- Senior Requirements
 - Arts 480 and 490
- Senior Assessment will take place within Arts 490 and it will be composed of three elements:
 - Cohesive body of original work for the Senior Thesis Exhibition
 - Written artist statement
 - Oral defense of the work
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Art minor:

- 19 Credits
- Required Courses
 - One course in Art History and Visual Cultures
 - One course from Art 103-115
 - Nine credits from Beginning Level Studio Art courses. These nine credits should include:
 - One course in 3-D Art
 - One course in 2-D Art
 - One Intermediate Studio Art course
- Other Notes
 - No PDF courses
 - For the Art minor with an AHVCS major or minor, no course may satisfy both the major and minor requirements

The Art-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of the catalog.

101, 102 Special Projects 2-4 credits

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), New Genres (\$100), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite:* consent of instructor. Any current offerings follow.

103 Foundations: Art and Public Engagement**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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**Spring****Timm-Ballard****3 credits**

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**Fall, Spring****Acuff****3 credits**

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**Not offered 2020-21****3 credits**

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**Spring****Somoskey****3 credits**

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**Not offered 2020-21****3 credits**

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**Spring****Timm-Ballard****3 credits**

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**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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**Fall, Spring** Fall: Timm-Ballard; Spring: Lux, Somoskey**3 credits**

This course introduces students to basic techniques of drawing and equips them with a foundation of mechanical, perceptual, and conceptual skills. Students will engage in classroom studio work, out of class projects, and critique. This course covers a variety of traditional and non-traditional materials and multiple approaches in drawing through the use of the figure, landscape, and/or still life as a point of departure. Students with little or no background in visual art are encouraged to participate along with those who may have significant experience. Two two-hour studio sessions per week. *Fee:* \$100.

123 Beginning Darkroom Photography**Fall****Bloomquist****3 credits**

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

Fall, Spring

Bloomquist

3 credits

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

Fall

Timm-Ballard

3 credits

This course is an introduction to contemporary ceramic studio art practices. The course will concentrate on how to communicate concepts within widely varied ceramic processes. Emphasis will be on analysis and interpretation of these concepts within broad global, historical and current cultural contexts as well as a focus on creative problem solving skills, visual literacy, and abstract thinking abilities. We will explore a wide variety of approaches to complex spatial constructs with an emphasis on experimentation, cross-curricular and interdisciplinary thinking. Two two-hour sessions per week. *Fee:* \$150.

160 Beginning Sculpture

Fall, Spring

Acuff

3 credits

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

Fall, Spring

Somoskey

3 credits

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

Spring

Pietrantoni

3 credits

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 Media

Fall, Spring

Lincoln

3 credits

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:* \$100.

201, 202 Special Projects

2-4 credits

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), New Genres (\$100), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite*: consent of instructor. Any current offerings follow.

201 London Museums: Making Meaning, Making Art

Summer 2021 A

Gulbransen and Lux

3 credits

Fall 2021 B

Gulbransen and Lux

1 credit

In this course, students will approach museums and collecting institutions from two overlapping disciplines: art history & visual culture studies and studio art. The course reveals the many (perhaps underrecognized) ways in which artists and scholars work with museums and collections. In addition to displaying work in museums, artists utilize museum collections to create art installations, create work that references or critiques museum spaces and display conventions, and serve as artists-in-residence at museums. Similarly, academics in the fields of art history, architectural history, and visual culture studies explore the Enlightenment and colonial history of the museum institution, examine the politics of race, gender, class, and sexual orientation through the analysis of collections and their methods of display, curate shows, write exhibition catalogues and essays, assess repatriation claims and the authenticity of objects, critique the aesthetics of exhibition design, and determine ethical practices for art conservation. By studying both the institutions themselves, and examples of artists and scholars who work around and within them, students will gain an understanding of the important role of museums to exhibit culture, produce knowledge, and inspire artistic production.

The London Summer course utilizes a unique hybrid of seminar and studio formats combined with museum and gallery site visits and guest lectures from artists and museum professionals. Students will read about, discuss, and write about exhibition practices, the history of museum collections, and artists who make work within them. Students will also make drawings, photographs, models, and other types of visual creative production in response to individual objects and exhibitions they visit in London.

The Fall course at Whitman seeks to mirror the professional experiences of art scholars and critics, museum staff and gallerists, and practicing artists through the collective production of an exhibition on campus. The exhibition will be accompanied by a student-produced catalogue with short essays, photos, and descriptions of works in the show.

Please note that students must enroll in both summer and fall portions of the course. May be elected as Art History and Visual Culture Studies 211 A and B. *Prerequisites*: One course in Art History and Visual Culture Studies or Art or consent of instructor and acceptance into this Crossroads course (application available in September 2020). *Co-requisite*: Art 201 B-Fall 2021. Distribution area: cultural pluralism, humanities, or fine arts.

215 Intermediate Drawing

Fall

Lux

3 credits

In this course, students build on their drawing skills from the beginning level to engage with broader conceptual concerns in drawing and situate drawing within contemporary art practice. This course encourages the development of personal expressive voice and idea generation through experimentation and process, studying other artists, technical refinement, and critique. Students will utilize a range of drawing approaches (including expanded definitions of drawing), and a variety of traditional and non-traditional materials. Two two-hour studio sessions per week. *Prerequisite*: Art 115 or consent of instructor. *Fee*: \$100.

221, 222 Intermediate Independent Study

Fall, Spring

Staff

2-3 credits

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), New Genres (\$100), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150).

223 Intermediate Darkroom Photography

Not offered 2020-21

3 credits

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

Spring

Bloomquist

3 credits

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

Spring

Timm-Ballard

3 credits

Art 230 is a continuation of Art 130. A series of concept driven challenges are presented intended to explore the relationship between ceramic studio art processes and current cultural contexts. The course will build on the visual, spatial and interpretive skills gained in Art 130. A wider range of ceramic processes and practices will be explored which will include mold making and digital approaches to creating forms. The goal of the course is to create current, culturally and personally relevant communication while incorporating interdisciplinary materials and practices. Two two-hour sessions per week. *Prerequisite*: Art 130 or consent of instructor. *Fee*: \$150.

260 Intermediate Sculpture

Spring

Acuff

3 credits

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

Fall

Staff

3 credits

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

Spring

Pietrantonio

3 credits

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 Media

Spring

Lincoln

3 credits

This course builds and expands on themes and skills developed in the Beginning New Media 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:* \$100.

301, 302 Special Projects

2-4 credits

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), New Genres (\$100), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite:* consent of instructor. Any current offerings follow.

314 Art and the Anthropocene

Spring

Pietrantonì

3 credits

This course takes as its subject the tangled web of relations--aesthetic, ecologic, and political--at the center of the concept of the Anthropocene. An idea first pronounced by geologists but now embraced more broadly, the Anthropocene articulates the ways in which human activity (economic, material and behavioral), has achieved planetary scale and effect, resulting in changes to the earth and its climate. This course examines the methods, practices and discourses employed by artists to address this broad theme, and within it the following subjects: how climate change takes shape visually; how landscapes are culturally produced and ideologically situated; how representation of the natural world is situated vis-a-vis power relations. This is an advanced, studio art, practice-based seminar; all projects will be realized in various visual media, aligned with faculty areas of specialization and interest. This course is, at its heart, an interdisciplinary inquiry, using scientific understanding and cultural criticism to fuel artistic production. May be elected as Environmental Studies 314, but must be elected as Environmental Studies 314 to satisfy the interdisciplinary course requirement in environmental studies.

Prerequisite: Environmental Studies 120 and one 100-level Art course; or consent of instructor. *Fee:* \$150.

315 Advanced Drawing

Fall

Lux

3 credits

This course further develops drawing skills with a stronger focus on individualized direction, concept-driven projects, and material exploration. May be repeated for credit. *Prerequisite:* Art 215 (Intermediate drawing) or consent of instructor. *Fee:* \$100.

321, 322 Advanced Independent Study

Fall, Spring

Staff

2-3 credits

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 115, and an intermediate course in the area that the independent study is proposed and consent of supervising instructor. *Fee:* required for Ceramics (\$150), New Genres (\$100), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150).

323 Advanced Darkroom Photography – Alternative Processes

Not offered 2020-21

3 credits

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

Spring

Bloomquist

3 credits

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**Spring****Timm-Ballard****3 credits**

Art 330 is a continuation of Art 230. A series of concept driven challenges are presented intended to explore the relationship of ceramic studio art processes to current cultural context, building on the visual, spatial and interpretive skills gained in Art 230. The emphasis of this course will be the development of a body of original work tailored to the student's individual needs and directions. Two two-hour studio sessions per week. *Prerequisite:* Art 230 or consent of instructor.

Fee: \$150.

360 Advanced Sculpture**Spring****Acuff****3 credits**

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**Fall****Staff****3 credits**

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**Spring****Pietrantonio****3 credits**

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 Media**Spring****Lincoln****3 credits**

This course continues the critical exploration of recent and emerging new media 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 media format. *Prerequisite:* Art 280 or consent of instructor.

Fee: \$100.

480 Senior Studio Seminar**Fall****Lux****3 credits**

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

490 Thesis in Art Studio**Spring****Lincoln****3 credits**

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. *Prerequisites:* Arts 480, and an advanced-level course in the student's area of concentration. *Fee:* \$100.

498 Honors Thesis**Spring****Staff****3 credits**

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: Lisa Uddin
Dennis Crockett
Krista Gulbransen
Matthew Reynolds

Affiliated Faculty:
Thomas A. Davis, Philosophy
Julia Ireland, Philosophy (*on
Sabbatical, 2020-2021*)

Elizabeth Miller, General Studies
Kathleen J. Shea, Environmental
Humanities/Classics
Akira R. Takemoto, Japanese

The discipline of art history and visual culture studies considers artistic production across a spectrum of social and historical contexts and conceptual frameworks. AHVCS courses investigate the lives of images, artifacts, and built environments, and consider how visual practices have shaped human values, experiences, identity and action. Whitman College offers major and minor study programs in art history and visual culture studies. Both prepare students to become active historians and interpreters of the visual world who can communicate about multiple forms of cultural expression.

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.

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.

Total credit requirements for an Art History and Visual Culture Studies major: A student who enters Whitman without any prior college-level preparation in art history and visual studies will have to complete 36 credits to fulfill the requirements for the art history and visual culture studies major.

The Art History and Visual Culture Studies major:

- 36 Credits
- Required Courses
 - AHVCS 103 and 490
 - One 300-level course
 - One non-Western course
- Other notes
 - A maximum of two courses can be approved from outside the major including transfer credit, study abroad and Whitman courses
 - No PDF courses
 - If an AHVCS major and also an Art major or minor, no course may satisfy both major and minor requirements

- If a course is required for both an additional course must be approved by the department
- Senior Requirements
 - AHVCS 490
 - A written critical review of a piece of art historical scholarship
 - An oral object analysis of a visual text or artifact
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Art History and Visual Culture Studies minor:

- 18 Credits
- Required Courses
 - AHVCS 103
 - If a class is required for a separate major and the minor an additional may be approved by the department
 - With approval one course from outside the department can be used
 - No PDF courses

103 Introduction to Art History and Visual Culture Studies

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

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. Open only to first years and sophomores.

210 Museums and The Politics of Display

Not offered 2020-21

4 credits

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. Multiple field trips are required to complete the course. These will take place outside of class

time, and may be scheduled either during the week or on Fridays and/or Saturdays. *Prerequisite:* Art History 103 or consent of instructor.

224 Powerful Art/ifacts: Greece/Rome

Not offered 2020-21

4 credits

This course explores the art, architecture, and archaeology of the ancient Greek and Roman worlds. Beginning with the Bronze Age and ending with the Roman Imperial period, we will examine the material evidence for key areas in Greek and Roman society and history, from class and socio-political change, to cultural identity, religious practice, and daily life. We will consider the nature of the surviving archaeological record, from public monuments to works of sculpture and pottery, to coins and other remains. All the while, we will highlight the ways in which the visual heritage of a “classical” and “Greco-Roman” past have been and continue to be exploited in the construction of subsequent self-images and claims to supremacy. In this light, we will not only encounter the histories of “classical” archaeology and art history, but we will also emphasize the ways in which the material cultures of ancient Greece and Rome have been manipulated – both in antiquity and modernity – for a wide array of cultural and ideological aims. May be elected as Classics 224 or History 224.

226 Landscape and Cityscape in Ancient Rome

Not offered 2020-21

4 credits

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this intensive 4-week course in Italy, we will study the ancient city of Rome and its supporting landscape, both through the lens of ancient literary accounts and directly through field trips to major archeological sites and museums. 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. Students will also actively participate in archeological excavation at a Roman coastal settlement. May be elected as Classics 319 or Environmental Studies 319.

228 Mayhem, Machines, Manifestos: Modernism in Art and Architecture

Fall

Uddin

4 credits

Modernism in the visual arts and the built environment is more than “my kid could paint that” and clean lines on HGTV. In this course, we will study key makers, movements, works, exhibitions and institutions in the canon of modern art and architecture before 1945, as well as scholarship that has called this canon into question. Emphasis will go toward the social, political and material conditions under which modernism emerged and flourished as an aesthetic category, and how modernism articulated different senses of an avant-garde marked by nation, class, gender, sexuality and race. Our ultimate goal is to learn how artistic and architectural modernism was invented, mobilized and modified in the late 19th and early 20th Centuries. Students will sharpen their visual and spatial literacy skills and deepen their historical knowledge of art and architecture. Lecture-based with presentations, short papers and exams.. May be taken for credit toward the Art-Environmental Studies major. *Prerequisite:* Art History 103 or consent of instructor.

229 Art Since 1945

Spring

Reynolds

4 credits

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. May be taken for credit toward the Art-Environmental Studies major. *Prerequisite:* Art History 103 or consent of instructor.

230 The Social Life of Photography

Not offered 2020-21

4 credits

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. May be taken for credit toward the Art-Environmental Studies major.

235 Forms and Feels: Race and Visual Culture

Not offered 2020-21

4 credits

Race is foundational to modern life and complex in its permutations. How does one go about engaging it in a critical and sensitive way? This course cultivates observation, analysis and response in this direction. We will study how racial meaning, experience and power are produced through practices of visual representation in art, film, education, science and the law, and how the visual field itself is a racial formation. We will also explore the lines between seeing race and feeling race. Topics may include racial identifications, embodiments, caricature, performance, surveillance, spectatorship, and archives. Students develop conceptual vocabularies, historical contexts and interpretive skills for understanding race in and through the visual world. Lecture-based with short papers, projects, presentations and exams. May be elected as Race and Ethnic Studies 235.

237 Theory and Performance

Not offered 2020-21

4 credits

What theories have inspired contemporary avant-garde Theater, installation and performance art, tanz-Theater, 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, Theater, 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 Theater 357.

240 Heidegger and Architecture

Not offered 2020-21

4 credits

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

Spring

Gulbransen

4 credits

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.

246 The Art of India

Fall

Gulbransen

4 credits

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.

248 Ways of Seeing: Japanese Art and Aesthetics

Spring

Takemoto

4 credits

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. May be taken for credit toward the Japanese minor.

249 Aesthetics

Not offered 2020-21

4 credits

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.

250 Architectural History of Walla Walla

Not offered 2020-21

4 credits

This course will focus on the physical development and transformation of the city of Walla Walla, including the Whitman campus, since the 1850s. Students will conduct primary research on individual buildings and plans, and present their findings to the class throughout the semester. Two project reports and presentations. May be taken for credit toward the Art-Environmental Studies major.

253 Transnational Interplanetary Film & Video Consciousness

Not offered 2020-21

4 credits

This course takes its title from underground director George Kuchar’s irreverent approach to making low-budget, low brow movies that helped situate film and video as a legitimate artistic media. Topics will explore experimentations with technologies of the moving image that exist outside of mainstream commercial moviemaking practices, histories of individual artists, groups and collectives experimenting with film and video, “expanded cinemas,” and how new forms of image production and distribution in the digital era challenge traditional hierarchies of taste and value. A weekly screening, typically no more than 1 hour, is required. The class will agree on a set screening time during our initial class meeting. Requirements include short papers and presentations and one longer research project chosen in consultation with instructor. May be taken for credit toward the Film and Media Studies major.

257-260 Topics in Visual Cultural Studies

2 or 4 credits

Any current offerings follow.

291, 292 Individual Projects

Fall, Spring

Staff

2 or 4 credits

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.

351 Los Angeles: Art, Architecture, Cultural Geography**Not offered 2020-21****4 credits**

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 Art/Environment**Fall****Reynolds****4 credits**

This class will explore contemporary artistic responses to climate change. Whether we call this period “Anthropocene,” “Capitalocene,” “The Sixth Extinction,” or “The Dithering” we are now forced to confront a new era of human-generated global warming and rapidly vanishing biodiversity. How are artists and other cultural producers helping us to rethink and reimagine our relationship to the planet? From the Land Art movement of the 1960s and 70s to more recent experiments in so-called “Third Nature” digital domains, this course will explore how creative individuals and collective actions are helping to envision human adaptability, cross-species justice, and new modes of collaboration to halt—or at least slow—ecological disaster. Likewise, the class will explore how art is often implicated in the same cycle of overconsumption that threatens our shared habitats. Lectures, in-class screenings, guest speakers and fieldtrips will be used to supplement course readings. This is a writing intensive course open to students from all disciplines but rooted in the capacity for the Arts and Humanities to generate creative responses to complex problems. May be taken for credit toward the Art-Environmental Studies major. *Prerequisite:* Art History 103 or Environmental Studies 120 or consent of instructor.

353 Blues, Blood, Bruise: Blackness in Art**Spring****Uddin****4 credits**

What does blackness look and feel like? To whom does it belong? When and how has it generated value, reinforced power structures, or remade the world? Riffing on Glenn Ligon's 2015 installation that featured three words in white neon tubing, “blues,” “blood,” and “bruise,” this course investigates racial blackness through the lens of modern and contemporary art. By moving between archives, expressive objects, and critical scholarship in black studies, art history and visual culture, we will study how visual art across multiple media has emerged from Afro-diasporic communities since the early 20th Century. We will ask how these practices have negotiated Euro-American canons, state violence, industrial and post-industrial capitalism, and the politics of gender and sexuality. And we will explore and assess the possibilities of art as a channel for black expression and liberation. Topics may include: the Harlem Renaissance, art and Black Power, Afrofuturism, Afropessimism and Afropolitanism. Discussion-based classes with presentations, short papers and projects. May be taken for credit toward the Race and Ethnic Studies major or the Gender Studies major. *Prerequisite:* Art History 103 or consent of the instructor.

355 Indigenous Aesthetics: Native North American Art and Visual Culture**Not offered 2020-21****4 credits**

This course examines art and visual culture as an expression of Indigenous people in North America. Working directly with campus collections and regional arts and culture centers, we will study the material, formal, and iconographic dimensions of specific artworks and visual objects, while considering the historical, social, and environmental conditions that have shaped and are shaped by them. The course will expose students to traditions, cosmologies, and frameworks for understanding Native North American art and visual culture, and develop research and writing skills for interpreting all forms of cultural expression. Topics may include: sovereignty, settler colonialism, “Indian-ness,” gendered and queer indigenities, and human/nonhuman relations. Discussion-based classes with field trips, presentations, short papers, and projects. May be taken for credit toward the Race and Ethnic Studies major, Gender Studies major, or the Art-Environmental Studies major. *Prerequisite:* Art History 103 or consent of instructor.

356 The Taj Mahal and Beyond: The Art and Architecture of Mughal India**Not offered 2020-21****4 credits**

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 South Asian and Middle Eastern Studies major. *Prerequisite:* Art History 103 or 246, or consent of instructor.

357 Art of Colonial India**Not offered 2020-21****4 credits**

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 South Asian and Middle Eastern Studies major. *Prerequisite:* Art History 103 or 246, or consent of instructor.

358-360 Seminar in Visual Culture Studies**4 credits**

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 offerings follow.

421, 422 Individual Projects**Fall, Spring****Staff****2 or 4 credits**

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**Fall****Uddin****4 credits**

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**Fall****Staff****4 credits**

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**Spring****Staff****4 credits**

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

Jakobina Arch, History

Arash Davari, Politics (*on Sabbatical, Fall 2020*)

Tarik Elseewi, Film and Media Studies

Krista Gulbransen, Art History and Visual Cultural Studies

Donghui He, Chinese

Hitomi Johnson, Japanese

Daniel Kent, Religion

Charles McKhann, Anthropology

Lauren E. Osborne, Religion (*on Sabbatical, Spring 2021*)

Elyse Semerdjian, History

Yukiko Shigeto, Japanese

Emily Sibley, General Studies

Akira R. Takemoto, Japanese

Xiaobo Yuan, Anthropology and Religion

Jonathan S. Walters,

Religion

Wencui Zhao, Chinese

Wenqing Zhao, Philosophy

Affiliated Faculty:

Shampa Biswas, Politics

Gaurav Majumdar, English (*on Sabbatical, Spring 2021*)

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 program offers three majors: Chinese, Japanese, and South Asian and Middle Eastern Studies.

For Chinese and Japanese majors, please refer to the Chinese and Japanese sections of this catalog.

AMES 105-106 Special Topics: Beginning Level

4 credits

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

AMES 105,106 ST: Beginning Arabic

Fall, Spring

Sibley

4 credits

This course sequence offers an introduction to the Arabic language with a communicative approach that integrates the four skills of listening, speaking, reading, and writing. Students learn to read and write the Arabic alphabet, pronounce the sounds of the Arabic language, communicate in basic interactions, and acquire the fundamentals of Arabic grammar. Through a course emphasis on authentic materials in video, audio, and written formats, students explore cultural topics and social customs related to life in the Arabic-speaking world. While the primary focus of the course is Modern Standard Arabic (MSA), students will also be introduced to colloquial Arabic as the living language of native speakers. The primary language of instruction is Arabic, though no prior experience is assumed. Distribution area: humanities or cultural pluralism.

AMES 200 Special Topics: Summer Seminar in Chinese Studies

2 credits

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. Any current offering follow.

AMES 201-204 Special Topics: Intermediate Level

4 credits

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

AMES 201 ST: Religion and Sacred Space in China**Summer 2021****Yuan****2 credits**

This course will explore the proliferation of religious publics and sacred spaces in contemporary China.

Combining lectures with student-focused discussions of readings from contemporary studies of Chinese religion, the course will examine the trajectories of diverse religious traditions in China, focusing on those most relevant and active in Yunnan Province — including Tibetan and Han Buddhism, Islam, Daoism, Christianity, and Chinese folk religion. Students will learn about the histories of these traditions and their contemporary iterations, as well as explore themes such as globalization and localization, spiritual revival, and the relationship between the Chinese state and religious institutions. May be taken for credit toward the Religion major or minor. *Prerequisite:* Admission to Whitman Summer Studies in China Program and one academic year of coursework in Chinese. Distribution area: cultural pluralism or social sciences. *Fee:* to be announced in Fall 2020.

AMES 221 Silk Roads Field Course**Not offered 2020-21****2 credits**

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.

AMES 301 Special Topics: Advanced Level**4 credits**

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

301 ST: The Analects**Fall****Zhao****4 credits**

This course is a close reading of the Analects, a seminal text in the Confucian tradition. As a class, we will explore the philosophy of the Analects and ways of reading the Analects as philosophy. We will also practice writing one's own philosophical commentary for the Analects following examples of historic Chinese philosophers. May be taken for credit as Philosophy 340. Distribution area: cultural pluralism or humanities.

AMES 411, 412 Individual Projects**Fall, Spring****Staff****1-4 credits**

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

South Asian and Middle Eastern Studies Major

The South Asian and Middle Eastern Studies (SAME) major cultivates understanding of South Asian and Middle Eastern cultures and their place in the world through an integrated, multidisciplinary course of study. Students will attain broad familiarity with both regions and more focused understanding of one of them. The major also exposes students to a variety of disciplinary perspectives and approaches. Study abroad and/or language study is strongly encouraged when available. Guidance will be provided by an advisor chosen from among the faculty who regularly offer South Asia and Middle East-related courses.

Learning Outcomes

Students graduating with a major in South Asian and Middle Eastern Studies will demonstrate:

- Major-specific areas of knowledge:
 - Depth of knowledge of some South Asian or Middle Eastern cultures
 - Knowledge of connections between regions of South Asia and the Middle East
 - Academic knowledge of South Asia or the Middle East that spans more than one disciplinary perspective
- 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 academic inquiry on a research question that demonstrates substantial knowledge of a South Asian and/or Middle Eastern area in consultation with program faculty.
 - Ability to orally discuss, defend, and articulate the greater significance of one's own academic work to broader issues in relation to the regions of South Asia and the Middle East

Major Requirements:

- 36-50 credits
 - dependent upon use of single courses to fulfill multiple requirements
- Required Courses
 - SAME 492 or 498
- Other major requirements
 - At least 4 credits of Integrative Theory listed below
 - At least 8 credits in South Asia listed below
 - At least 8 credits in the Middle East listed below
 - At least 8 credits at the 300-level or 400-level, excluding integrative essay/honors thesis listed below
 - At least 12 credits in one of the following categories: Literary & Artistic Analysis, Humanistic Inquiry, and Social Inquiry; 4 credits in each of the other two categories listed below
- Other notes
 - No courses may be taken PDF
 - No more than 12 credits earned in off-campus programs or transfer credit as electives
 - If a student is double majoring, a maximum of 12 credits toward the South Asian and Middle Eastern Studies major may also be counted from another major programs.
- Senior Requirements
 - SAME 492 or 498
 - Integrative Essay
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Integrative Theory:

- Art History 357 *The Art of Colonial India*

- English 376 *Counterpoints: Edward Said's Work and Anti-Colonial Literature*
- Film and Media Studies 340 *Globalization, Culture, & Media*
- Politics 312 *Humanism between Europe and Its Others*
- Politics 359 *Politics of International Hierarchy*
- Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*
- Religion 160 *Asian Religions and the Environment*
- Religion 203 *What Is Religion?*
- Religion 330 *Multireligious South Asia*
- Religion/Film and Media Studies 307 *Mediating Religions*
- Religion 310 *Hearing Islam*

South Asia:

- Art History 243 *Buddhist Art of Asia*
- Art History 246 *The Art of India*
- Art History 356 *The Taj Mahal and Beyond: The Art of Mughal India*
- Art History 357 *The Art of Colonial India*
- Religion 221 *Buddhists, Brahmins and Jains*
- Religion 222 *Hindu India*
- Religion 250 *Theravada Buddhism*
- Religion 330 *Multireligious South Asia*
- Religion 347 *The Buddha*

Middle East:

- Film and Media Studies 345 *The Middle East in Cinema & Media*
- History 127 *Islamic Civilizations I*
- History 128 *Islamic Civilizations II*
- History 220 *The Ottoman Empire*
- History 235 *The Arab Spring*
- History 302 *The Syrian War*
- History 322 *History of the Palestinian-Israeli Conflict*
- History 325 *Sex in the Casbah: Sex, Gender, and Islam*
- Politics 207 *Islam and Politics*
- Politics 208 *Middle East Politics*
- Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*
- Religion 207 *Islamic Traditions*
- Religion 217 *The Qur'an*
- Religion 304 *Muslim Bodies*
- Religion 321 *Islamic Mysticism*

Literary & Artistic Analysis:

- Art History 243 *Buddhist Art of Asia*
- Art History 246 *The Art of India*
- Art History 356 *The Taj Mahal and Beyond: The Art of Mughal India*
- Art History 357 *The Art of Colonial India*
- Film and Media Studies 345 *The Middle East in Cinema & Media*
- Religion 217 *The Qur'an*
- Religion 310 *Hearing Islam*
- Religion 321 *Islamic Mysticism*
- Religion 347 *The Buddha*

Humanistic Inquiry:

- Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*
- Religion 154 *Yoga, Meditation, and Mindfulness*
- Religion 160 *Asian Religions of the Environment*
- Religion 207 *Islamic Traditions*
- Religion 221 *Buddhists, Brahmins and Jains*
- Religion 222 *Hindu India*
- Religion 250 *Theravada Buddhism*
- Religion 304 *Muslim Bodies*
- Religion 307 *Mediating Religions*

Social Inquiry:

- History 127 *Islamic Civilizations I*
- History 128 *Islamic Civilizations II*
- History 220 *The Ottoman Empire*
- History 235 *The Arab Spring*
- History 302 *The Syrian War*
- History 322 *History of the Palestinian-Israeli Conflict*
- History 325 *Sex in the Casbah: Sex, Gender, and Islam*
- Politics 207 *Islam and Politics*
- Politics 208 *Middle East Politics*

SAME 492 Senior Integrative Essay**Fall, Spring****Staff****2 credits**

Senior majors will work with an advisor to complete an integrative essay in the area of South Asian and Middle Eastern Studies. Open only to senior majors in South Asian and Middle Eastern Studies.

SAME 498 Senior Project, Honors**Fall, Spring****Staff****2 credits**

Completion of a senior honors thesis in South Asian and Middle Eastern Studies. Students register for Asian and Middle Eastern Studies 492. The registration will be changed from Asian and Middle Eastern Studies 492 to 498 for those students who attain honors in South Asian and Middle Eastern Studies. Open only to senior South Asian and Middle Eastern Studies majors.

Astronomy

Chair: Andrea K. Dobson

Nathaniel Paust (*on Sabbatical, Fall 2020*)

Jessica Sutter

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-astronomy or in physics with an astronomy minor, 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 astrobiology.

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

- Clearly and accurately articulate in qualitative terms, both orally and in writing, our current understanding of various components of the Universe and describe the observations on which that understanding is based.
- Read and comprehend moderately technical astronomical literature.
- Solve problems using discipline-specific knowledge and techniques

Distribution: Some courses completed in astronomy apply to the science and quantitative analysis distribution areas.

Total credit requirements for an Astronomy major: A student who enters Whitman College with no prior experience in Astronomy will need to complete 35 credits in Astronomy; 8 credits in Physics; 10 credits in Mathematics and Statistics.

The Astronomy major:

- Total Credits 58 credits; if no course work prior to Whitman
 - 32 credits in astronomy
 - 16 credits in physics
 - 10 credits in mathematics and statistics
- Required Courses
 - Astronomy 177, 178, 179, 310, 320, and 330
 - Physics 145 or 155, 156, 245, and 255
 - Mathematics 125, 126, and 225
 - At least seven credits from Astronomy courses numbered 200-392
 - At least four credits from 490 (senior research) and/or 498 (honors thesis)
- Other notes
 - Courses in geology and computer programming are strongly recommended
 - No courses for the major may be taken PDF after the major is declared
- Senior Requirements
 - 490 and/or 498 (senior research and/or honors thesis)
 - 490 must be approved Spring of junior year
 - Comprehensive written exam
 - One hour oral exam
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500

- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction
- The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
- The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Astronomy minor:

- 18 Credits
- Required Courses
 - Astronomy 177, 178, 179
- Other minor requirements
 - Six credits numbered 200 or above
- Other notes
 - No PDF courses after minor has been declared

The Astronomy-Geology combined major

- 65-66 total credits
 - 20 credits in astronomy
 - 27-28 credits in geology
 - 18 credits in other departments
- Required astronomy courses:
 - Astronomy 177, 178, and 179
 - Astronomy 310, 320, 330, 350, 360, or 380
 - At least two additional credits in Astronomy courses numbered 310-392
 - Two credits of Astronomy 490
- Required geology courses:
 - Introductory geology (Geology 110 and 111, or 120 and 121, or 125 and 126)
 - Geology 227, 270, 350, and 358
 - Two of the following: Geology 310, 405, or 420
 - Two credits of Geology 490
 - During senior year: Geology 470
- Other required courses:
 - Chemistry 125, 135
 - Mathematics 125, 126
 - Physics 145 or 155; Physics 156
- Notes on courses:
 - No courses for the major may be taken PDF
 - Strongly recommended courses: Computer Science 167; Mathematics 225, 244; Chemistry 126, 136; Physics 245, 255
- Senior requirements:
 - Astronomy 490, Geology 470 and 490
 - Senior assessment:
 - Comprehensive written exams in both geology and astronomy
 - One-hour oral exam by astronomy and geology faculty
- Requirements for honors in Astronomy-Geology:
 - Students do not apply for admission to candidacy for honors;

- Earn a cumulative GPA of at least 3.300 and a major GPA of at least 3.500
- Write a thesis graded A or A- by department faculty;
- Pass the senior assessment with distinction;
- Department Chairs will notify the Registrar of students attaining Honors no later than the third week of April
- An acceptable copy of the Honors Thesis must be submitted to Penrose Library no later than reading day

The Physics-Astronomy combined major: (Waiting on Physics catalog submittal)

- 59 Credits
 - 22 credits in astronomy
 - 24 credits in physics
 - 13 credits in mathematics and statistics
- Required Courses
 - Astronomy 177, 178, 179, 310, 320 or 330
 - At least two credits from: Astronomy 320, 330, 350, 360, 380, 391, 392 or 490
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, and 267
 - Two courses from Physics 325, 339, 347, 357, 385
 - One physics course 300-480 or BBMB 324 and 334
 - Mathematics 225 and 244
- Other notes
 - If students place out of Physics 155, they must take Physics 347
 - Physics 347 may not be used to satisfy multiple requirements
 - Additional physics courses, Computer Science 167, Mathematics 240, 367, and 368 are recommended
 - No courses may be taken PDF
- Senior Requirements
 - Senior assessment consisting of a
 - Two-part comprehensive written examination
 - One-hour oral exam conducted jointly

Honors

- Students submit a Honors in Major Study Application to their department
- Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman.
- Cumulative GPA of at least 3.300 on all credits earned at Whitman College
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction
- The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
- The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

110 Principles of Astronomy

Fall, Spring

Fall: Sutter; Spring: Paust

4 credits

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. Astronomy 110 does not count toward Astronomy or Astronomy-combined majors.

177 Sky and Planets

Not offered 2020-21

4 credits

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

178 Sun and Stars

Fall

A. Dobson

4 credits

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

Spring

A. Dobson

4 credits

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

Fall

A. Dobson

3 credits

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

Not offered 2020-21

3 credits

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.

270 Astronomical Computing

Spring

Paust

1 credit

Astronomical study and research is heavily dependent on the use of computers for analyzing data as well as communicating that data to collaborators, other scientists, and the public. We regularly carry powerful computers in our pockets, ostensibly to make telephone calls, but the normal course of education does not teach how to undertake technical tasks on the computer. In this class, students will gain proficiency in many areas required for professional proficiency in astronomy. Namely, this will include Linux use and file management using a variety of desktop managers, typesetting documents in LaTeX, construction of scientific figures, and an introduction to astronomical programming in FORTRAN and python. *Prerequisite:* Astronomy 177 or 178 or 179.

310 Stellar Astrophysics

Not offered 2020-21

4 credits

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

320 Galactic Astronomy

Fall

Sutter

4 credits

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

330 Cosmology

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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, and Geology 110 or 120, or consent of instructor.

360 Observational Astronomy

Spring

Paust

4 credits

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 credits

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

Fall, Spring

A. Dobson

1-4 credits

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

482 Astronomy Seminar

Spring

A. Dobson

1 credit

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

Fall, Spring

Staff

1-4 credits

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

498 Honors Thesis**Fall, Spring****Staff****2-4 credits**

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: James E. Russo

Daniel M. Vernon (*on Sabbatical, Fall 2020*)

Douglas H. Juers

Britney L. Moss

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 biological processes at the molecular level and prepares students to enter the rapidly developing fields of genomics, biotechnology, biochemistry, and structural biology.

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.
- Read and critique the molecular life science literature.
- Effectively communicate science orally and in writing.
- Perform experiments to address research questions in the molecular life sciences.

Distribution: Courses completed in BBMB do not apply to the science distribution area.

Total credit requirements for a BBMB major: 63

The BBMB major:

- 63 Credits (including all introductory chemistry and calculus credits)
- Required Courses
 - Biology 111, 205
 - Chemistry 125/135 and 126/136, or Chemistry 140; Chemistry 245, 246, 251, 252
 - Physics 145 or 155, and 156
 - Mathematics 225 (prerequisite Mathematics 125 and 126)
 - BBMB 324, 325, 326, 334, 335, 336, 400
 - BBMB, Biology, Chemistry, or Physics 490 or 498
 - At least seven additional credits in courses numbered 200 and above from biology (excluding Biology 206), chemistry, computer science, mathematics and statistics, or physics
- Other notes
 - Only 1 credit of Chemistry 401 or 402 or Mathematics 299 may be applied toward the major
 - Up to two credits of independent projects (Biology 481, 482, Chemistry 390, 451, 452, Computer Science 481 and 482, or Physics 483, 484) can count
 - No PDF courses
- Senior Requirements
 - BBMB 400 and BBMB, Biology, Chemistry, or Physics 490 or 498
- Senior assessment
 - Oral examination administered by two faculty members
 - Research-based thesis
- Honors
 - Students do not apply for admission to candidacy for honors
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.3 on all credits earned at Whitman College
 - Major GPA of at least 3.5
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis.
 - Pass both the oral and written components of the senior assessment with distinction

- Chair of the department will notify the Registrar of students who are candidates for Honors no later than the beginning of week 12 of the semester
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

324 Biophysics**Fall****Juers****3 credits**

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 and Mathematics 225.

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

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. Counts toward the Molecular/Cell requirement for the Biology major. *Prerequisites:* Biology 111 and Chemistry 246.

326 Molecular Biology**Fall****Moss****3 credits**

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 aspects of genomics. Required for BBMB majors. Counts toward the Molecular/Cell requirement for Biology majors. *Prerequisites:* Biology 205. *Pre- or corequisite:* BBMB 325 or consent of instructor.

334 Biophysics Laboratory**Fall****Juers****1 credit**

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 non-BBMB majors only with consent of instructor.

335 Biochemistry Laboratory**Spring****Russo****1 credit**

Laboratory exercises in protein biochemistry, including biochemical reagent preparation, enzyme isolation and purification, enzyme and protein assays, and gel electrophoresis. Counts toward the Molecular/Cell requirement for the Biology major. *Prerequisites:* Biology 111 and Chemistry 136 or 140. *Pre- or corequisite:* BBMB 325. Open to non-BBMB majors only with consent of instructor.

336 Molecular Biology Laboratory**Fall****Moss****1 credit**

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 toward the Molecular/Cell requirement for the Biology major. *Corequisite:* BBMB 326. Open to non-BBMB majors only with consent of instructor.

337 Techniques in Biochemistry and Biophysics**Not offered 2020-21****1 credit**

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 toward 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 credits

Any current offerings follow.

400 Senior Seminar

Spring

Moss, Russo, Vernon

1 credit

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 from his or her peers. Open to non-BBMB majors only with consent of instructors.

430 Infectious Disease

Fall

Russo

3 credits

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

Fall, Spring

Staff

1-2 credits

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

Fall, Spring

Staff

1-3 credits

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 thesis advisor.

498 Honors Thesis

Fall, Spring

Staff

3 credits

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: Arielle M. Cooley

Susanne M. Altermann

Michael Coronado (*on Sabbatical, 2020-2021*)

Heidi E. M. Dobson

Nancy Forsthoefel

Delbert W. Hutchison

Kate Jackson (*on Sabbatical, Fall 2020*)

Leena S. Knight

Thomas A. Knight

Britney L. Moss

Wala Mousa

Timothy H. Parker

Daniel M. Vernon (*on Sabbatical, Fall 2020*)

Christopher S. Wallace

Ginger S. Withers

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 statistics, and biology, to fulfill the requirements for the biology major.

Learning Goals: Upon graduation,

- **Students will understand core biological concepts including:**
 - evolution (the process creating the diversity of life-forms and the phylogenetic relationships among major groups)
 - structure and function (the basic units of biological structures that control the functions of living things)
 - information flow, exchange and storage (the influence of genetics on the control of the development of phenotypes)
 - pathways and transformations of energy and matter (the ways in which chemical transformation pathways and the laws of thermodynamics govern biological systems)
 - the nature of complex systems.
- Students will be capable of understanding, interpreting, and critically evaluating scientific information presented in multiple forms (e.g., numeric, graphical, written)
- Students will be capable of conducting a structured scientific inquiry and thoroughly communicating scientific biological knowledge.

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

Total credit requirements for a Biology major: A student who enters Whitman College with no prior experience in Biology will need to complete a total of 50 credits (33 credits in Biology and/or BBMB; 11 credits in Chemistry; 6 credits in Mathematics and Statistics).

The Biology major:

- 33 Credits in Biology, 50 credits total
- Required Courses in Biology
 - Biology 111, 112, 205, 206, 499
 - Three credits of Biology/BBMB 490 or 498 (thesis or honors thesis)
 - Four credits from each of the three categories of upper-level courses
 - Molecular/Cell Biology
 - Organismal Biology
 - Ecology/Evolution
 - Additional courses in biology and/or BBMB numbered 200 or above to reach minimum 33 credits
- Required supporting science courses
 - Chemistry 125, 126, 135, 136, or 140
 - Chemistry 245

- 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, Economics 227, Psychology 210, Sociology 208)
- Other notes
 - If interested in graduate school
 - A year of physics with labs
 - A full year of organic chemistry
 - A year of foreign language
 - Statistics
 - Computer competency
 - Biology 256 does not count toward the major
 - No PDF allowed
- Senior Requirements
 - Biology or BBMB 490 or 498 (thesis or honors thesis), and 499
 - One hour oral exam
 - Biology Major Field Test (MFT)
 - Score 70th percentile or above
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Biology minor:

- 16 Credits
- Required Courses
 - Biology 111 and 112
 - Eight credits numbered 200 or above in Biology or BBMB (except Biology 256)
- Other notes
 - No PDF courses

The Biology-Geology combined major:

- 66-70 total credits
 - 23-26 credits in biology
 - 26-29 credits in geology
 - 14-18 credits in other departments
- Required biology courses:
 - Biology 111, 112, 205
 - Four credits from the Organismal Biology category
 - Four credits from the Ecology/Evolution category
 - At least four additional credits in Biology and/or BBMB courses numbered 200 and above
 - Three credits of Biology 489, 490, or 498 (or three credits of Geology 480, 490, or 498)

- Required geology courses:
 - Introductory geology (Geology 110 and 111, or 120 and 121, or 125 and 126)
 - Geology 227, 270, 350, and 358
 - Either Geology 312 or 368
 - Either Geology 301, 321, or 405
 - Three credits of Geology 480, 490, or 498 (or three credits of Biology 489, 490, or 498)
 - During senior year: Geology 470
- Required supporting science courses:
 - Either Chemistry 125, 126, 135, and 136, or Chemistry 140
 - Chemistry 245
 - Mathematics 125
 - Mathematics 126 or a statistics course (Mathematics 128 or 247, Economics 227, Psychology 210, or Sociology 208)
- Notes on courses:
 - No courses for the major may be taken PDF.
 - Two semesters of Physics and field experience are strongly recommended.
- Senior requirements:
 - Geology 470
 - Senior assessment:
 - Comprehensive written exams in both geology and biology;
 - One-hour oral exam by biology and geology faculty
- Honors
 - Students do not apply for admission to candidacy for honors
 - If thesis is in Geology students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program (either Geology or Biology)
 - Earn a grade of at least A- on the honors thesis
 - Pass the senior assessment with distinction
 - Chairs of the departments will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

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*, 317 *Genetic Engineering*, 319 *Developmental Biology Seminar*, 320 *Neurobiology*, 329 *Developmental Biology*, 331 *Synthetic Cell 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*, 339 *Microbiology and Immunology*, 371 *ST: Principles of Neurobiology*, 374 *Infection Outbreaks*

Organismal Biology: Biology 253 *Plant Physiology*, Biology 310 *Physiology*, 315 *Comparative Vertebrate Anatomy*, 319 *Developmental Biology Seminar*, 323 *Neurophysiology*, 328 *Evolutionary Developmental Biology*, 330 *Pathophysiology*, 338 *Evolutionary Developmental Biology Lab*, 351 *Exercise Physiology*.

Ecology/Evolution: Biology 212 *Natural History of the Inland Northwest*, 215 *Plant Ecology*, 218 *Symbiosis*, 220 *Grassland Ecology Lab*, 225 *Ornithology Lab*, 229 *Plant Identification Lab*, 277 *Ecology*, 287 *Ecology Lab*, 288 *Plants and Peoples*, 316 *Transformations in Vertebrate Evolution*, 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.

110 Evolution for Everyone

Not offered 2020-21

4 credits

Evolution is a word that seems to attract curiosity and controversy wherever it goes. In this non-majors biology class we will talk about what evolution is and isn't, and how evolutionary theory can be used or misused in a variety of social and scientific contexts. Topics will include evolutionary responses of organisms to climate change; the evolution of our food; and how principles of evolution inform epidemiology and medicine. In the accompanying lab, students will develop and test basic evolutionary hypotheses using model organisms as well as computer simulations, and will learn and practice fundamentals of scientific writing. Three lecture/discussion hours and one three-hour lab per week. *Lab fee:* maximum \$30.

111 Biological Principles

Fall, Spring Fall: L. Knight and T. Knight; Spring: Wallace and Withers **4 credits**

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 Chemistry 140. *Pre- or corequisites:* Chemistry 126 and 136 (unless Chemistry 140 previously completed). *Lab fee:* maximum \$30.

112 The Biological World

Fall, Spring Fall: H. Dobson, Altermann; Spring H. Dobson, K. Jackson **4 credits**

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. *Prerequisites:* Chemistry 125 and 135; or Chemistry 140 or consent of instructor. *Pre- or corequisites:* Chemistry 126 and 136 (unless Chemistry 140 previously completed) or consent of instructor. *Lab fee:* maximum \$30.

113 Environmental Toxicology

Not offered 2020-21

2 credits

Students will be introduced to the concept of toxicology and how it relates to the environment and residing organisms. The course will be split into two components. The first half will focus on the principles of toxicology including exposure, biotransformation, kinetics, dynamics and specific toxicological topics. Specific topics including genetic, neuro, cardiovascular and reproductive toxicology, which will be examined alongside scientific literature and real-life exposure scenarios. The second half of the course will focus on how the environment and residing organisms respond to harmful exposures. We will discuss the concepts of chemical fate, bioaccumulation and the effects exposures have on shaping the ecosystem. The course will conclude with an overview of how communities and governments shape policy to avoid extreme exposure scenarios and the consequences of when these policies fail. Coursework will include short-lectures by the instructor, along with discussion of the scientific literature and case studies assigned for each lecture topic. In addition, students will have the opportunity to pick their favorite toxin or toxicant and explore how this object affects organismal physiology and the surrounding ecosystem. One 120-minute lecture/discussion per week.

114 Tree Biology**Not offered 2020-21****3 credits**

The trees among us seem familiar companions, but their internal functioning and external ecological roles are not. This course is a survey of the natural history, ecology, physiology, and evolution of large woody plants. Students will learn how to identify trees, how they function, and their ecological importance in and out of the context of climate change. Designed for non-Biology majors. Performance will be evaluated based on exams and class assignments. The course includes a field trip to the Blue Mountains.

115 Natural History and Ecology**Not offered 2020-21****4 credits**

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.

118 Agroecology**Fall****Altermann****4 credits**

From garden plots to industrial agriculture, we will investigate how ecological principles explain and inform modern food production. Designed for non-biology majors, this course is an introduction to community ecology, ecosystem ecology, botany, and genetics as they relate to the practice of all agriculture, but with an emphasis on sustainable agriculture. We will use readings, discussions, field trips, and greenhouse experiments to deepen our understanding of how biotic and abiotic factors constrain and facilitate food production. Designed for non-biology majors. Three lecture hours and one three-hour laboratory per week. Offered in alternate years. *Lab fee*: maximum \$30.

120 Human Anatomy and Physiology**Not offered 2020-21****4 credits**

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 \$30.

121 History and Ethnobiology of the Silk Roads**Spring****H. Dobson****2 credits**

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**Not offered 2020-21****2 credits**

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**Not offered 2020-21****2 credits**

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**Spring****Russo****3 credits**

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 per week.

129 Plant Identification Lab**Not offered 2020-21****1 credit**

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 \$30.

130 Conservation Biology**Not offered 2020-21****4 credits**

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 \$30.

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

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.

171 ST: Fundamentals of Biology for Behavioral Scientists: It's in our DNA?**Spring****Wallace and Withers****3 credits**

Behavior and mental life are framed by genetics, profoundly shaped by the circumstances of our development, and implemented by chemical signaling. This nonmajors course is intended as a compact introduction to biological principles that complement exploration of topics like gender, nature vs. nurture, and sociality from the cultural or cognitive perspective. Topics will include genes and genomes, what it means for a cell to be alive, how information is encoded into molecular signals, and how a complex animal can emerge from a single cell. The course offers a way for students without previous background in biology to 1) encounter the analytical tools of current biology; 2) analyze and interpret biological data; 3) apply these basic biological principles to problems in the social and behavioral sciences. This course is not intended for students preparing for professional training in a biomedical field, nor does it substitute for Biology 111, and will not count as a prerequisite for upper level courses in Biology. Distribution area: science.

177 Ecology of the American West**Not offered 2020-21****4 credits**

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.

205 Genetics

Fall, Spring **Fall: Cooley; Spring: Hutchison and Vernon** **3 credits**

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

Spring **Forsthoefel** **1 credit**

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 \$30.

212 Natural History of the Inland Northwest

Not offered 2020-21 **4 credits**

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

Fall **H. Dobson** **3 credits**

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.

218 Symbiosis

Not offered 2020-21 **4 credits**

From the origin of mitochondria to the phenomenon of zombie ants, intimate interactions between phylogenetically unrelated organisms are ubiquitous and important components of ecological communities. This course is a survey of topics in symbiology including the evolutionary history of the eukaryotic cell, vertical inheritance, acquisition of metabolic pathways, development of novel symbiotic structures, and partnership specificity. The course includes multiple scales of interaction spanning the level of molecules to the level of ecosystems. All major taxonomic groups are represented. The course includes lectures, case studies, and discussions of the primary literature. The laboratory portion of the course includes design and execution of manipulative experiments. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 111 and 112 or consent of instructor. Offered in alternate years. *Lab fee:* maximum \$30.

220 Grassland Ecology Lab**Not offered 2020-21****1 credit**

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. Fieldwork 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 \$30.

221 Human Anatomy and Physiology I**Not offered 2020-21****4 credits**

A survey of the structure and function of the human body that will examine cells, tissues, and the skeletal, muscular, endocrine, and the nervous systems. This course will emphasize both structure and function by integrating anatomical knowledge with principles of physiology from the cellular to the organismal level, including clinical relevance. Lab sessions will include animal dissection, participation of students as subjects (e.g., electromyography), and may incorporate lectures or demonstrations by clinicians/patients. Three lectures and one three-hour laboratory per week. Cannot be applied to the Biology major Organismal requirement. *Prerequisite:* Biology 111 or consent of instructor. *Lab fee:* maximum \$30.

222 Human Anatomy and Physiology II**Not offered 2020-21****4 credits**

A survey of the structure and function of the human body that will examine cardiovascular, respiratory, digestive, urinary, immune, endocrine, and reproductive systems. This course will emphasize both structure and function by integrating anatomical knowledge with principles of physiology from the cellular to the organismal level, including clinical relevance. Lab sessions will include animal dissection, participation of students as subjects (e.g., respirometry), and may incorporate lectures or demonstrations by clinicians/patients. Three lectures and one three-hour laboratory per week. Cannot be applied to the Biology major Organismal requirement. *Prerequisite:* Biology 111 or consent of instructor. Biology 222 is not a prerequisite. *Lab fee:* maximum \$30.

225 Ornithology Lab**Not offered 2020-21****1 credit**

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 \$30.

229 Plant Identification Lab**Not offered 2020-21****1 credit**

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 \$30.

253 Plant Physiology**Not offered 2020-21****4 credits**

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 scales ranging from the molecular to the ecological. The course includes both lecture and laboratory components. Applies to the Organismal major requirement. *Prerequisite:* Biology 111. *Lab fee:* maximum \$30.

256 Regional Biology**Not offered 2020-21****1 credit**

Field biology of a region with emphasis on ecology and evolution in a natural history context. Students will keep field notebooks, and their notebook entries must meet minimum standards. Trips will usually be taken over one long weekend (typically Thursday to Sunday). May be repeated for credit for different destinations. This course does not count toward the major requirements in biology or biology combined majors or minor. Graded credit/no credit. *Prerequisites:* Biology 111 and 112 and declared biology or biology-environmental studies major or biology minor. *Fee:* maximum \$75.

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

Any current offerings follow.

277 Ecology**Fall****Parker****3 credits**

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 lectures per week. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 111 and 112.

287 Ecology Lab**Fall****Parker****1 credit**

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. Fieldwork 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 \$30.

288 Plants and Peoples**Not offered 2020-21****3 credits**

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**Spring****Mousa****3 credits**

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 205 and Chemistry 245. *Recommended Prerequisite:* Biology 112.

304 Cell Biology Laboratory**Spring****Mousa****1 credit**

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. *Prerequisite:* Biology 303 or 305. *Recommended Prerequisite:* Biology 112. *Co-requisite:* Biology 303 or 305. *Lab fee:* maximum \$30.

305 Cellular Physiology and Signaling**Not offered 2020-21****3 credits**

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 and Chemistry 245 or consent of instructor. *Co-requisites (to fulfill biology major requirements):* Biology 306. *Recommended prerequisite:* Chemistry 246.

306 Cellular Physiology and Signaling Lab**Not offered 2020-21****1 credit**

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 \$30.

310 Physiology**Not offered 2020-21****4 credits**

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 we will emphasize mammals and humans. An initial overview examines the principles of traditional organ-systems physiology and how these are increasingly being altered by evolutionary biology, 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. We will also discuss several disease models and how they disrupt normal physiology. This course will include three 50-minute lecture periods per week and one 3-hour laboratory section per week. Applies to the Organismal major requirement. *Prerequisites:* Biology 111 and 205, or consent of instructor. *Recommended Prerequisite:* Biology 112; 303 and 304 or 305 and 306. *Lab fee:* maximum \$30.

315 Comparative Vertebrate Anatomy**Not offered 2020-21****4 credits**

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 major requirement. *Prerequisites:* Biology 111 and 112. *Lab fee:* maximum \$30.

316 Transformations in Vertebrate Evolution**Not offered 2020-21****2 credits**

This course explores major transformations that vertebrates have undergone in the course of their 500 million year history. For example, how and why did fishes first make the transition to land? How and why did whales (and ichthyosaurs, plesiosaurs, sea turtles and others) make the transition back to water from land? How did flying birds evolve from running dinosaurs? Drawing on the primary literature, from multiple levels of biological organization and integrating research from a range of disciplines (e.g. palaeontology, developmental biology, phylogenetic systematics, ecology), students will explore these and other important transformations in the evolutionary history of vertebrates. Applies to the Ecology/Evolution major requirement. *Prerequisites:* Biology 112 and 205. *Recommended prerequisite:* other 300-level Biology course.

317 Genetic Engineering in the 21st Century**Not offered 2020-21****2 credits**

Recent scientific advances such as genome sequencing and CRISPR gene editing have enabled us to “hack” the very building blocks of life in microbes, plants, and animals. Will genetic engineering come to revolutionize the 21st century in the same way that computer engineering did in the 20th century? This advanced seminar course will explore the biological principles underlying genetic engineering technologies and the impact they are having on medicine, agriculture, and the environment. Most readings will come from the primary research literature, and the class will be a mix of presentation and discussion, with overviews and background material given by the instructor. Applies to the Molecular/Cell major requirement and as an elective for BBMB majors. *Prerequisite:* Biology 205.

319 Developmental Biology Seminar**Not offered 2020-21****2 credits**

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**Not offered 2020-21****4 credits**

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. *Recommended prerequisite:* Biology 112 and 303 and 304 or 305 and 306. *Lab fee:* maximum \$30.

323 Neurophysiology**Spring****L. Knight and T. Knight****4 credits**

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 may 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 and as a suitable elective for BBMB majors. *Prerequisite:* Biology 111. Biology 303 or 305 or BBMB 325 are highly recommended. *Lab fee:* maximum \$30.

327 Biology of Amphibians and Reptiles**Spring****K. Jackson****3 credits**

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**Fall****Cooley****3 credits**

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

Fall

Withers

4 credits

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 time-lapse 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 \$30.

330 Human Physiology

Not offered 2020-21

4 credits

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 and Chemistry 245 or consent of instructor. *Lab fee:* maximum \$30.

331 Synthetic Cell Biology

Not offered 2020-21

4 credits

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. 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. The course will consist of 2.5 hours of lecture/discussion and one 3-hour lab per week. Applies to the Molecular/Cell major requirement and as an elective for BBMB majors. Students who received credit for BIOL 374 ST: *Molecular and Synthetic Biology* cannot receive credit for this course. *Prerequisites:* Biology 205 and Chemistry 245. *Lab fee:* maximum \$30.

337 Biology of Amphibians and Reptiles Lab

Spring

K. Jackson

1 credit

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. *Corequisite:* Biology 327. *Lab fee:* maximum \$30.

338 Evolutionary Developmental Biology Lab

Fall

Cooley

1 credit

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 \$30.

339 Microbiology and Immunology

Fall

Golden and Shafer

4 credits

Microbes are those organisms that are too small to be seen by the naked eye such as bacteria, viruses, and some fungi. Microbial interactions with each other and other components of the environment result in a broad range of outcomes for other organisms in their ecosystems, from beneficial to harmful. This course provides a fundamental background in microbiology with an emphasis on the role of microbes in health and disease. We will study multidisciplinary topics from cell biology, genetics, evolution, epidemiology, and immunology. Upon completion of the course, the student should understand how the science of microbiology emerged, how modern methodological advances enriched our understanding of microbes and the molecular mechanisms of infectious diseases and their control. The laboratory is designed to help students develop skills necessary to study and manipulate bacteria. Students will learn how to work in a sterile controlled environment, identify bacterial strains, isolate pure cultures, test the spectrum of antibiotics, and use a variety of biochemical tests and staining protocols to identify unknown species. *Prerequisite:* Biology 111. *Recommended Prerequisite:* Biology 112. Applies to the Molecular/Cell major requirement.

342 Gene Discovery and Functional Genomics

Spring

Vernon

2 credits

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. *Prerequisites:* Biology 205 and Chemistry 246.

350 Evolutionary Biology

Fall

Hutchison

4 credits

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 \$30.

351 Exercise Physiology

Not offered 2020-21

4 credits

Students will be introduced to exercise physiology and receive an overview of the foundations of exercise, the role of body systems, the importance of nutrition and environment and impact of exercise training on performance and health. Current topics as well as research and clinical relevance will be presented through lectures, case studies, required reading and laboratory activities. Students will be evaluated by quizzes, discussions, case study questions, laboratory reports, a midterm and a final exam. By the end of the course, students will have developed a background in exercise physiology and the ability to apply that knowledge in a real-world setting. The course will include three 50-minute lectures and one three-hour laboratory section per week. Applies to the Organismal Biology major requirement and as an elective for BBMB majors. *Prerequisites:* Biology 111 and 205 or consent of instructor. *Lab fee:* maximum \$30.

371- 374 Special Topics in Biology

1-4 credits

Any current offerings follow.

371 ST: Principles of Neurobiology

Fall

Wallace and Withers

3 credits

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. Three hours of lecture per week. May not enroll if previously completed Biology 320. *Prerequisites:* Biology 111 and 205. Distribution area: none.

372 ST: Conservation Biology Seminar

Spring

Hutchison

2 credits

A survey of foundational and contemporary thought in conservation biology. It will be based on primary literature with lectures to provide background material. Assessment will be based on participation and a final paper synthesizing some current topics in the field. Applies to the Ecology/Evolution major requirement. *Prerequisite:* Biology 205. Distribution area: none.

374 ST: Infection Outbreaks

Fall

Mousa

2 credits

Infection outbreaks are invisible killers with devastating impacts. Examples of pandemics throughout history include the black death or the bubonic plague (1346–1353) which wiped out one-third of the population of Europe with an estimate of 75 to 200 million deaths, and the Spanish flu (1918-1919) which claimed 50 million lives. Our generation is currently witnessing the COVID-19 pandemic which is infecting millions of people and killing hundreds of thousands at the time of this writing. As of yet, the outcome of the COVID-19 pandemic is still unknown. This course will investigate historical outbreaks but will emphasize the current COVID-19 pandemic. We will discuss in detail the biology and evolutionary genetics of the COVID-19 virus and explore various protocols for vaccine and drug development. By the end of the course, the student will gain sufficient knowledge to understand; 1) the dynamic of microbe-host interaction and the role of the immune system at the cellular and molecular level, 2) modern aspects of vaccine developments and treatment with antibodies, and 3) how advances in artificial intelligence help to identify and develop “rapid” drug candidates. Applies to the Molecular/Cell major requirement. This course will meet twice per week, 80 minutes per class, for half the semester. *Prerequisite:* Biology 205. Distribution area: none.

401, 402 Seminar

1-3 credits

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.

471, 472 Special Topics

1-5 credits

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.

481, 482 Special Projects

Fall, Spring

Staff

1-4 credits

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.

490 Senior Thesis**Fall, Spring****Staff****1-2 credits**

After carrying out a supervised research project involving laboratory experiments, fieldwork, and/or data analysis, senior Biology and Bio- combined majors will write a thesis on the research in accepted scientific style, with guidance from a faculty thesis instructor. Research can take place between sophomore and senior years. Seniors should register for the thesis section supervised by their thesis instructor. Each student is required to give a short seminar presentation of his/her results to the faculty and other students in the major. A total of 3 credits, spread over two semesters, are required for the Biology major. *Prerequisites:* consent of thesis instructor, and senior standing as a Biology, BBMB, or Biology-combined major.

498 Honors Thesis**Fall, Spring****Staff****2 credits**

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:* consent of supervising professor, and admission to honors candidacy.

499 Senior Seminar**Spring****Cooley****1 credit**

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

Chair: Marcus Juhasz

Dalia Biswas (*on Sabbatical, 2020-21*)

Nathan Boland

Jonathan Collins

Frank Dunnivant

Marion Götz

Machelle Hartman

Mark Hendricks

Timothy Machonkin

Deberah Simon

The chemistry curriculum at Whitman College offers a wide range of courses that provide in-depth exposure to chemical principles with hands-on laboratory experiences. Students use advanced instrumentation and computational simulations to explore the nature and composition of matter and the laws that govern chemical/biochemical reactions. The Chemistry major is designed to help students develop chemical intuition and the ability to apply these principles to solve a range of real-world problems.

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

1. Meet nationally set standards in analytical, organic, inorganic, and physical chemistry.
2. Communicate scientific findings and information in graphical, written and oral format, both to technical and nontechnical audiences.
3. Apply chemical knowledge, intuition, and logic to interpret data and devise and defend solutions to real-world problems.
4. Use appropriate mathematical, computational, and analytical techniques to solve chemical problems.
5. Work collaboratively, design experiments, and perform standard laboratory techniques to collect data.
6. Employ modern scientific literature search tools to locate, retrieve, and organize scientific information.
7. Identify and mitigate risks in a chemistry laboratory.
8. Pursue career objectives in post-graduate education, industry, government, and other areas.

Distribution: The courses Chemistry 100, 102, 125, 135, 126, 136, 140 and 245 count for science distribution. All of these courses also count for quantitative analysis distribution except for Chemistry 245.

Total credit requirements for a Chemistry major: A student who enters Whitman without any previous college-level chemistry courses will require up to 40 chemistry credits to fulfill the major requirements. Additionally, 18 credits are required from courses in Mathematics and Statistics (10 credits) and Physics (8 credits) (see the major requirements below).

Introductory General Chemistry Courses: General Chemistry is required for several science majors. These courses provide a survey of the important topics and concepts in chemistry at the introductory level. A required General Chemistry Placement test is used to determine placement in courses that fulfill the first-year General Chemistry requirements. Option 1 is a yearlong general chemistry sequence of lectures and labs (Chemistry 125, 126, 135, 136). Problem-Solving in Chemistry (Chemistry 111) is a co-requisite for Chemistry 125, depending on the placement score. Option 2 is an accelerated one-semester Advanced General Chemistry lecture and lab (Chemistry 140). Students with an AP score of 4 or 5 receive credit for Chemistry 125 but not for Chemistry 135 lab. Students with AP/IB credit are strongly encouraged to enroll in Advanced General Chemistry (Chemistry 140). Premedical students should note that most medical schools require a full year of Organic Chemistry lecture (Chemistry 245 and 246), and two credits of Organic Laboratory Techniques I and II (Chemistry 251 and 252).

The Chemistry Major:

- 36 – 40 total credits
- Required Courses:
 - Introductory General Chemistry: 125, 126, 135, and 136; or 140
 - Organic Chemistry: 245, 246, 251 and 252
 - Analytical Chemistry: 310, 320
 - Physical Chemistry: 345, 346, and 352
 - Inorganic and Advanced synthesis: 360, and 370
 - Mathematics: Calculus I (125), II (126), and III (225)
 - General Physics:
 - Physics 145 or 155, and Physics 146 or 156; or one year of college-level physics with lab for science majors taken elsewhere.

- Chemistry Seminar: Chemistry 401 or 402; taken no later than the penultimate semester
- Research/Thesis: At least two credits of Chemistry 490 or 498
- Additional Notes
 - A minimum grade of 2.40 averaged over Chemistry 126 or 140, Chemistry 245 and 246, and Mathematics 225 is required. (If transfer credit from outside of Whitman in one or more of these courses is earned, the grade earned at that institution shall be used.)
 - Students who wish to complete the American Chemical Society certified chemistry major also must also complete BBMB 325 (note that Biology 111 is a prerequisite).
 - Those interested in graduate coursework should consider additional coursework in mathematics and statistics (240, 244, or 367) or possibly in biology, and should consult with their advisor.
 - No PDF after declaration
- Senior Requirements
 - One-hour oral examination
 - Comprehensive written examination
 - A final written thesis and a public presentation of thesis work
- Honors
 - Students do not apply for admission to candidacy for honors
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Chemistry minor:

- 15 Credits
- Required Courses
 - Chemistry 126 and 136, or 140 (note: 125 and 135 is prerequisite for 126 and 136)
 - Chemistry 245, 246, 251, and 252
 - At least one of the following: Chemistry 310, 345, 346, 388, or BBMB 325.
- Other Notes
 - Chemistry 401 and 402 cannot be applied to the minor
 - No PDF after declaration

The Chemistry-Geology combined major:

- 51 – 55 total credits
 - 16-20 credits in Chemistry
 - 25 credits in Geology
 - 10 credits from other departments
- Required Chemistry Courses:
 - Chemistry 125, 126, 135, and 136, or Chemistry 140
 - Chemistry 310
 - Two of the following: Chemistry 320, 346, or 388
- Required Geology Courses:
 - Introductory Geology (Geology 110 and 111, or 120 and 121, or 125 and 126)
 - Geology 227, 270, 350, 358, 405, 460
 - During Senior year: Geology 470
- Required Other Science Courses:
 - Mathematics 125, 126

- Physics 145 or 155
- Additional Notes:
 - No courses for the major may be taken as PDF
 - Majors are strongly encouraged to do a senior research project, enrolling in:
 - One credit of Chemistry 401 or 402
 - Either two credits in Chemistry 490 or 498 or three credits of Geology 490 or 498
- Senior Requirements:
 - Comprehensive written exams in both Geology and Chemistry
 - One-hour oral exam administered by Chemistry and Geology faculty
- Honors
 - Students do not apply for admission to candidacy for honors
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

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-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

Fall

Dunnivant

3 credits

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

Spring

D. Simon

4 credits

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:* \$40.

111 Problem-Solving in Chemistry

Fall **Boland and Hartman** **1 credit**

This course focuses on developing skills and strategies relevant to solving the types of quantitative problems found in general chemistry. Students will learn to parse information given—and not given—in word problems, identify the information content of equations, and develop strategies to apply algebraic manipulation to solve problems of a range of complexity. Graded credit/no credit only. Does not fulfill science or quantitative analysis distribution. *Note:* May not be applied to the Chemistry major or minor. *Corequisite:* Chemistry 125.

125 General Chemistry I

Fall, Spring **Fall: Boland, Dunnivant, Hartman, Hendricks; Spring: Machonkin 3 credits**

The first semester of a yearlong course in general chemistry. Topics include: matter and measurement, atoms and elements, molecules and compounds, stoichiometry, aqueous reactions, gases, thermodynamics (including enthalpy, entropy, and free energy), the quantum-mechanical model of the atom, periodic properties of elements, and models of chemical bonding. Problem-solving involves the use of algebra, including logarithms and the quadratic equation. *Corequisite:* Chemistry 111 (unless placed out of it with a mandatory qualifying exam taken online prior to the Fall semester) and Chemistry 135.

126 General Chemistry II

Spring **Dunnivant, Hartman, Hendricks, Machonkin 3 credits**

The second semester of a yearlong course in general chemistry. Topics include: solids and liquids, properties of solutions, coordination chemistry, chemical equilibrium, acids and bases, aqueous ionic equilibria, kinetics, electrochemistry, nuclear chemistry, and other topics of the instructor's choosing. Problem-solving involves the use of more sophisticated algebraic manipulation than found in Chemistry 125. *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

Fall, Spring **Fall: Hartman, Hendricks, D. Simon ; Spring: Machonkin 1 credit**

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:* \$35.

136 General Chemistry Lab II

Spring **Boland, Hartman, Machonkin, D. Simon 1 credit**

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

Fall **Machonkin 4 credits**

A one-semester accelerated course in introductory chemistry designed for students with AP or IB chemistry or other strong high school background in chemistry. The topics will include, but are not limited to, introductory chemistry concepts covered in CHEM 125-126, and will be covered in a greater detail at a faster pace. Laboratory experiments will complement the concepts developed in lecture, and will develop students' skills in gravimetric and volumetric analysis, quantitative reasoning, and data acquisition, analysis and visualization. Problem solving involves the use of algebra and some basic calculus. Three lectures and one three-hour laboratory per week. *Prerequisites:* Mathematics 125 or equivalent and either a 4 or 5 on the Chemistry AP, a 5 or higher on the Chemistry IB (HL), or a passing score on a qualifying exam (taken online) prior to Fall semester registration. *Lab fee:* \$30.

245 Organic Chemistry I**Fall** **Götz, Juhasz** **3 credits**

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**Fall, Spring** **Fall: Collins; Spring: Juhasz** **3 credits**

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**Fall, Spring** **Fall: Götz, Juhasz; Spring: Juhasz** **1 credit**

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:* \$20.

252 Organic Laboratory Techniques II**Spring** **Götz** **1 credit**

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:* \$20.

275 Computational Chemistry: Structure and Reactivity of Organic Molecules**Not offered 2020-21** **2 credits**

Application of quantum mechanics in organic molecules will be covered in this course. Topics will include molecular orbital theory, conformational analysis, chemical bonding, aromaticity, molecular spectra (IR, NMR), selectivity, transition states, and thermodynamics and kinetics of reaction mechanism. Students will be introduced to sophisticated quantum chemistry software for these calculations. A combination of lecture and hands-on tutorials will be offered during the class, which will improve students' ability to generate chemical models essential for understanding the structure and reactivity of organic molecules. No prior knowledge of quantum mechanics is needed beyond the gen. chem. level. *Prerequisite:* Chemistry 245. *Corequisite:* Chemistry 246.

305 Water Chemistry**Spring** **Boland** **3 credits**

Water is perhaps the most important molecule on earth: water sustains life, crumbles mountains, regulates climate, and transports other compounds from pole to pole. This course will apply basic chemical principals (thermodynamics, kinetics, redox, acid-base chemistry, solubility, etc.) to develop students' understanding of chemistry in lakes, streams, oceans, and soils. Students will integrate concepts from chemistry, biology, geology, physics, environmental science and humanities to evaluate case studies such as: CO₂ cycling in oceans, nutrient pollution in lakes and streams, biouptake of nutrients and pollutants, and drinking water disinfection. *Prerequisites:* Chemistry 125, 126, 135 and 136, or 140; sophomore status or above.

310 Quantitative Analysis and Chemical Equilibrium**Fall** **Boland** **4 credits**

The principles of chemical equilibrium and methods of quantitative analysis. Topics include statistical analysis of data, activities, and the systematic treatment of acid-base, precipitation, complexation, and oxidation-reduction equilibria. Laboratory exercises involve the exploration and elucidation of the concepts and methods developed in lecture, and include gravimetric, titrimetric, and colorimetric analyses, with an introduction to selected instrumental methods of analysis and instruction in and use of electronic spreadsheets for data analysis and graphing. Two 80 minute lectures and one three-hour laboratory per week. *Prerequisites:* Chemistry 126 and 136 or 140. *Lab fee:* maximum \$20.

320 Instrumental Methods of Analysis**Spring****Dunnivant****4 credits**

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 310, 251 and 252. *Pre- or corequisite:* Chemistry 345. *Lab fee:* maximum \$20.

333 Drug Design**Not offered 2020-21****2 credits**

This course focuses on the design of medicinal agents based on predicted interactions with target biomolecules. Students will learn how to apply current drug development strategies through the examination of case studies of organic molecules that bind to receptors, enzymes, or DNA. In this context, students will analyze the medicinal properties of organic molecules as well as how structural modifications can prevent early metabolic clearance. *Prerequisites:* Chemistry 246 and Biology 111.

340 Materials Chemistry**Not offered 2020-21****3 credits**

This course will introduce synthetic methods, properties, and applications of materials synthesized through chemical means, ranging from organic polymers to inorganic crystals. An overview of the physics necessary to understand polymer properties and electronic structure in solids will be included. Particular emphasis will be placed on the control of material structure through chemical mechanisms and how molecular and nanoscale structure translate to macroscale properties. A portion of the course will be dedicated to the study of nanomaterials and how unique properties emerge from constraining dimensions of materials to the nanoscale. Throughout the course students will be asked to consider the effect of the development and production of synthetic materials on society. *Prerequisites:* Chemistry 126 or 140; Chemistry 245 and 1-year of college physics recommended.

345 Physical Chemistry I: Quantum Chemistry and Spectroscopy**Fall****Hendricks****4 credits**

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 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**Spring****Hendricks****3 credits**

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

352 Physical Chemistry Lab**Spring****Hendricks****1 credit**

A physical chemistry laboratory, exploring spectroscopy, computational chemistry, thermodynamics, and/or reaction kinetics. One three-hour laboratory per week. Learning goals will emphasize both experimental design and proper data collection as well as data analysis and scientific communication. *Prerequisites:* Chemistry 345. *Pre- or corequisite:* Chemistry 346. *Lab fee:* maximum \$20.

360 Inorganic Chemistry

Fall

Machonkin

3 credits

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

Spring

Collins, Machonkin

2 credits

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. *Prerequisite:* Chemistry 246, 252, and 345. *Prerequisite (recommended) or corequisite:* Chemistry 360. *Lab fee:* maximum \$20.

388 Environmental Chemistry and Engineering

Not offered 2020-21

4 credits

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. Offered in alternate years. There is a mandatory overnight field trip at the end of the semester. *Lab fee:* maximum \$20.

390 Student Research

Fall, Spring

Staff

1-3 credits

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

Fall, Spring

Collins

1 credit

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.

425 Computational Biochemistry**Not offered 2020-21****2 credits**

An introductory survey of theories/simulations of proteins will be covered in this course. Topics will include molecular mechanics, molecular dynamics, de novo protein design, integrated quantum and molecular mechanics, and docking small molecules onto proteins for pharmaceutical drug design. This course will attempt to cultivate computational skills necessary to tackle current scientific problems at the interface of chemistry and biology with an emphasis on graphical visualization and data analysis. A combination of lecture and hands-on tutorials will be offered during the class, which are expected to improve the students' ability to generate biochemical models essential for understanding the structure and functions of proteins. *Prerequisite:* Chemistry 246. *Corequisite:* BBMB 325.

447 Physical Organic Chemistry**Not offered 2020-21****3 credits**

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**Fall, Spring****Staff****1-3 credits**

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**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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 credits**

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 Senior Thesis**Fall, Spring****Staff****1-3 credits**

Research and writing of the senior thesis, which is based on work from two consecutive semesters, or a summer internship and a subsequent semester. The research may involve experimental or theoretical work on original projects, the critical analysis of primary literature, or the development of instructional laboratory exercises. The student must select a faculty member as thesis advisor and get consent for a project before registration. A final written thesis and a public presentation is required. Open to seniors only. *Prerequisites:* two years of college chemistry and consent of instructor.

498 Honors Thesis**Fall, Spring****Staff****1-3 credits**

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

Donghui He

Wencui Zhao

The curriculum of Chinese language and literature is designed to help students acquire communicative competence in Chinese and foster an in-depth understanding of Chinese literature/culture. Students will develop oral and written Chinese language proficiency as well as analytical skills through a combination of Chinese language and literature/culture courses.

Learning Outcomes:

- **Communication:** Through a sequential series of Chinese language courses and selection of courses in Chinese culture, students will develop a communicative competence in Chinese, measured by what are considered the five proficiencies of foreign language learning: listening, reading, speaking, writing and socio-linguistic familiarity. Advanced Chinese classes also prepare students for the HSK 5 (advanced mid-level) Chinese Language Proficiency Test.
- **Culture:** Through an array of Chinese cultural courses, students will be able to situate and analyze modern-day Chinese literature, film, and theatre within China's evolving cultural tradition. They will also express this cultural literacy through oral presentations and written composition.
- **Critical thinking:** Students will develop critical thinking through engaging with new modes of expression and different perspectives on language and culture which will inspire them to reflect on their own culture/language and its assumptions.

Placement test: Students with previous experiences in Chinese language studies are required to take a diagnostic placement test, which matches them to the course suitable for their level. Placement exams in Chinese consist of both written and oral components. Please contact Professor Donghui He to arrange the test.

Total credit requirements for a Chinese Major: 36 credits

Chinese Language and Literature:

- 36 Credits
- Required Courses
 - 24 credits in Chinese language courses (see course list below)
 - 8 credits in Chinese literature and culture (see course list below)
 - 4 credits in electives
- Other notes
 - Students who start Chinese language studies at Whitman at the 400 level can take up to twelve credits in approved courses from other departments.
 - 12 credits may be taken off-campus
 - Students pursuing a double-major in Chinese and another discipline are allowed to use a four-credit course selected from the approved list to be counted from another major program.
 - 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.
- Senior Assessment
 - Expanding a paper written for a seminar
 - A self-statement on their studies in Chinese language and literature
 - Oral examination

- Honors
 - Passing senior assessment with distinction.

Chinese Language Courses (24 credits, of which 8 credits should be 300 level or above)

Chinese 105 *First-Year Chinese*
 Chinese 106 *First-Year Chinese*
 Chinese 110 *Conversational Chinese I (off campus studies)*
 Chinese 205 *Second-Year Chinese*
 Chinese 206 *Second-Year Chinese*
 Chinese 210 *Conversational Chinese II (off campus studies)*
 Chinese 305 *Third-Year Chinese*
 Chinese 306 *Third-Year Chinese*
 Chinese 310 *Conversational Chinese III (off campus studies)*
 Chinese 405 *Advanced Chinese: Themes and Aspects of Chinese Culture (repeatable)*
 Chinese 406 *Reading the Original Chinese Texts (repeatable)*
 Chinese 417 *Walking the Talk: Chinese-English Translation*

Chinese Literature and Culture (8 credits)

Global Literatures 301 *Chinese Literature and Film Adaptation*
 Global Literatures 305 *Youth & Revolution in Contemporary Chinese Literature & Culture*
 Global Literature 387 *ST: Concept and Images of Nature in Chinese Literature and Culture*

Chinese or Asian Culture Courses Electives (4 credits)

| | |
|--|---|
| Asian and Middle Eastern Studies 201 <i>ST: Religion and Sacred Space in China</i> | History 110 <i>East Asian History 1600 to the Present</i> |
| Anthropology 220 <i>China Now</i> | History 247 <i>Early Chinese History</i> |
| Anthropology 257 <i>Chinese Society and Culture</i> | History 300 <i>Gender in Chinese History</i> |
| Anthropology 347 <i>ST: Culture, Politics, and Ecology in Southwest China</i> | History 344 <i>China in Revolution</i> |
| Global Literatures 222 <i>Introduction to Modern Japanese Literature and Culture</i> | History 348 <i>Horseriders and Samurai: Comparisons in Early Modern East Asia</i> |
| Global Literatures 312 <i>Solitude and Literary Imagination</i> | Philosophy 110 <i>Introduction to East Asian Philosophy</i> |
| Global Literatures 322 <i>Eccentric Monks and Hermits in Japan</i> | Philosophy 251 <i>Chinese Philosophy and Contemporary Issues</i> |
| Global Literatures 325 <i>Imagining Community Through Contemporary Japanese Fiction and Film</i> | Philosophy 340/AMES 301 <i>ST: The Analects</i> |
| Global Literatures 328 <i>Haiku and Nature in Japan</i> | Philosophy 360 <i>Asian Philosophy of Women, Gender, and Sexuality</i> |
| History 109 <i>Historical Roots of East Asia</i> | Religion 160 <i>Asian Religions and the Environment</i> |
| | Religion 251 <i>Mahāyāna Buddhism</i> |

Chinese Language and Literature Minor:

- 20 Credits
- Required Courses
 - At least 4 credits of 300 level Chinese at Whitman, or Global Literatures with Chinese themes
- Other notes
 - No PDF courses after declaration of minor

Independent studies project. Up to four credits in Chinese literature/culture project beyond the regular course offerings can count toward Chinese major or minor with the approval of the Chinese faculty. Courses that count for other majors may be used for the minor.

105, 106 First-Year Chinese**Fall, Spring****Fall: He; Spring: Zhao****4 credits**

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

110 Conversational Chinese I**Not offered 2020-21****4 credits**

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 Crossroads Whitman Summer Studies in China Summer course. *Course fees and international airfare estimated will be announced when offered.*

205, 206 Second-Year Chinese**Fall, Spring****Zhao****4 credits**

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**Not offered 2020-21****4 credits**

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 Crossroads Whitman Summer Studies in China Summer course. *Course fees and international airfare estimated will be announced when offered.*

305, 306 Third-Year Chinese**Fall, Spring****Zhao****4 credits**

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**Not offered 2020-21****4 credits**

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 and admission to the Crossroads Whitman Summer Studies in China Summer course. *Course fees and international airfare estimated will be announced when offered.*

405 Advanced Chinese: Themes and Aspects of Chinese Culture**Fall****He****4 credits**

Chinese 405 is a theme-based advanced Chinese language course. Students explore aspects of Chinese culture and society along with language learning. The course advances students' cultural and linguistic competence in Chinese through reading, translation/writing, and topic-related discussions informed by cultural comparisons. This course introduces the syntax of written Chinese in addition to a comprehensive review of grammatical structures used in conversational Chinese. Students will learn to articulate their cultural experiences and reflections in socio-linguistically appropriate forms in both formal and

informal contexts, oral and written forms. Students may take the course twice for credit when topics change. Course taught in Chinese. *Prerequisite:* Chinese 306 or consent of instructor.

406 Reading the Original Chinese Texts

Spring

He

4 credits

Chinese 406 advances the student's knowledge of Chinese language and culture through the study of authentic texts, both fiction and non-fiction. Students will deepen their knowledge of the diversity and nuances of Chinese culture, and finetune their ability to interpret and analyze Chinese texts as well as articulate their response and reflections. Students can take the course twice when different texts are selected. Course taught in Chinese. *Prerequisite:* Chinese 405 or consent of instructor.

417 Walking the Talk: Chinese-English Translation

Not offered 2020-21

4 credits

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. May be taken for credit toward the Asian and Middle Eastern Studies major. *Prerequisite:* Chinese 305.

471, 472 Special Topics

1-4 credits

Any current offerings follow.

491, 492 Independent Study

Fall, Spring

Staff

1-4 credits

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 English. These classes are listed in the *Global Literatures* section of the catalog.

Classics

| | |
|--------------------------------|------------------------------|
| <i>Chair:</i> Kathleen J. Shea | <i>Affiliated Faculty:</i> |
| Dana Burgess | Sarah H. Davies, History |
| Richard Talbert | Michelle Jenkins, Philosophy |

Classics is the study of Greek and Roman antiquity through the ancient languages, literatures, histories, arts, cultures, and thought of those periods. Many peoples around and beyond the Mediterranean basin contributed to these cultures, and the lasting impact of Ancient Greek and Roman cultures has similarly been felt by other cultures around the world. The major programs in classics and classical studies draw on the offerings of the departments of classics, history, philosophy, politics, and rhetoric, writing and public discourse. 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.

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.

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.

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

Total credit requirements for a Classics major: 36

The Classics major:

- 36 Credits (52 credits with no prior courses)
- Required Courses
 - Greek 205 and Latin 205 or the equivalent
 - Eight credits of Latin 375 and Greek 375. A minimum of two credits must be taken in each language
 - Classics 139; 497 or 498
 - Eight credits from Classics courses
 - Four credits from Greek or Roman history
 - History 160, 215, 224, 225, 226, 227, 280, 330, 331 or other courses as approved by the department of Classics
 - Four credits of coursework in Greek and/or Roman philosophy as approved by the department
- Other notes

- No courses taken PDF after declaration may count
- Courses counting toward another major or minor may be counted for the Classics major or minor
- Senior Requirements
 - Three hours written comprehensive exam
 - 497 or 498 (thesis or honors thesis)
 - One-hour oral exam, includes a defense of thesis and, if appropriate, further questions about written examination
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

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:

- 36 Credits (44 credits with no prior experience)
- Required Courses
 - Latin 205 or the equivalent
 - At least 6 credits of Latin 375
 - Classics 139
 - Eight credits from Classics courses; 4 credits may be from Greek
 - Eight credits from Greek and/or Roman history
 - History 160, 215, 224, 225, 226, 227, 280, 330, 331 or other courses as approved by the department
 - Four credits of coursework from Greek and/or Roman philosophy as approved by the department
- Other notes
 - No courses taken PDF after declaration may count

- Courses counting toward another major or minor may be counted for the Classics Studies major or minor
- Senior Requirements
 - 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
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Classical Studies (Greek) major:

- 36 Credits (44 credits with no prior experience)
- Required Courses
 - Greek 205 or the equivalent
 - At least 6 credits of Greek 375
 - Classics 139
 - Eight credits from Classics courses; 4 credits may be from Latin.
 - Eight credits from Greek and/or Roman history
 - History 160, 215, 224, 225, 226, 227, 280, 330, 331 or other courses as approved by the department
 - Four credits of coursework in Greek and/or Roman philosophy as approved by the department
- Other notes
 - No courses taken PDF after declaration may count
- Courses counting toward another major or minor may be counted for the Classics Studies major or minor
- Senior Requirements
 - 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
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline

- The department submit “Senior Assessment/Major Study Certificate” to the Registrar’s Office no later than the Reading Day
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Classical Studies minor:

- 20 Credits
- Required Courses
 - Classics 139
 - 16 additional credits in any of the following
 - Latin
 - Greek
 - Art History and Visual Culture Studies 224, 226
 - Classics 130, 200, 201, 205, 217, 221, 224, 226, 280, 311, 312, 319, 377
 - Environmental Studies 205, 217, 226, 319, 368
 - History 160, 215, 224, 225, 226, 227, 280, 330, 331
- Other notes
 - Students who major in classical studies may not receive credit for a classics minor
 - Courses counting toward another major or minor may be counted for the Classics major or minor *12 credits
 - No courses taken PDF after declaration may count

130 Ancient Mythology

Not offered 2020-21

4 credits

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. Ancient myths were created and transmitted orally, which shaped their form and content. For that reason, this course will include close work on students’ skills of oral performance. In addition to the regularly scheduled class meetings, all students are required to participate in a single one-hour weekly meeting in small groups to develop skills of oral performance. These meetings will be scheduled at times to be arranged by the participants. Open to all students.

139 Greek and Roman Intellectual History

Spring

Burgess

4 credits

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. May be taken for credit toward the Rhetoric, Writing and Public Discourse major or minor.

200 Special Topics in Classical Studies

4 credits

Any current offerings follow.

200 ST: Ancient Travel and Travelers

Spring

Talbert

4 credits

This course explores the multiple dimensions which travel brought to people’s lives and thinking throughout the Mediterranean and far beyond during classical antiquity. We read and discuss remarkably varied accounts of travel, factual and fictional, prose and verse, among them Homer’s *Odyssey*, Herodotus on Egypt and Scythia, Alexander’s expedition in reality and fantasy, Virgil’s *Aeneid*, and the apostle Paul’s shipwreck. Soldiers, spies, traders and a cook offer alternative perspectives, especially about remote and exotic Africa, Arabia, Germany and India. Distinct in character and purposes, but also revealing, are maps, itineraries, monuments and timepieces, all of which may aid the quest to recover individuals’ grasp of their environment. Equally, we consider the outlook of the Christian pilgrim offered by Egeria’s account of her journeys through the Bible lands. We draw our findings together with reference to Lucian’s witty science-fiction parody – the *True History* – that even imagines space travel. All texts are read in English translation, and no prior knowledge of the ancient world is assumed; familiarity with cognate disciplines and methods may well prove a positive advantage. Participants’ active

involvement in discussion is vital. In addition to engaging with all the readings, images and material objects that we study together, each participant develops (with the instructor's guidance) their own research paper on a topic stemming from analysis of ancient testimony; the inclusion of a digital component here (e.g. for mapping) is welcome. Distribution area: humanities or cultural pluralism.

201 Ancient Greek and Roman Philosophy

Fall, Spring

Jenkins

4 credits

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.

205 Women and Nature in the Ancient World

Fall

Shea

4 credits

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 205. May be taken for credit toward the Gender Studies major or minor. Formally Classics 309-May not be taken if previously completed 309.

217 Classical Foundations of the Nature Writing Tradition

Spring

Shea

4 credits

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

Not offered 2020-21

4 credits

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' *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 Powerful Art/ifacts: Greece and Rome

Not offered 2020-21

4 credits

This course explores the art, architecture, and archaeology of the ancient Greek and Roman worlds. Beginning with the Bronze Age and ending with the Roman Imperial period, we will examine the material evidence for key areas in Greek and Roman society and history, from class and socio-political change, to cultural identity, religious practice, and daily life. We will consider the nature of the surviving archaeological record, from public monuments to works of sculpture and pottery, to coins and other remains. All the while, we will highlight the ways in which the visual heritage of a "classical" and "Greco-Roman" past have been and continue to be exploited in the construction of subsequent self-images and claims to supremacy. In this light, we will not only encounter the histories of "classical" archaeology and art history, but we will also emphasize the ways in which the material cultures of ancient Greece and Rome have been manipulated – both in antiquity and modernity – for a wide array of cultural and ideological aims. May be elected as Art History and Visual Cultural Studies 224 or History 224.

226 Concepts of Nature in Greek and Roman Thought**Not offered 2020-21****4 credits**

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.

280 The “Other” Greece & Rome**Not offered 2020-21****4 credits**

This course introduces the ways in which ancient Greeks and Romans defined themselves and represented various “others” in their understandings of human difference. From categories today defined under the labels of gender, race, ethnicity, and socio-economic status, this course explores the nature of diversity and identity in the Greek and Roman worlds and seeks to highlight groups traditionally silenced or marginalized in ancient and subsequent modern narratives. We will analyze ancient literary, archaeological, and iconographic evidence in our search, and in the process, we will not only uncover the ways in which various groups were “other-ized” and oppressed, but also find examples of resistance and self-empowerment. In the end, we will come to comprehend how much the “Classical” world was far from monolithic and thus cannot belong to any one group of people, past or present. May be taken for credit toward the Race and Ethnic Studies major or minor. May be elected as History 280.

311 Variable Topics in Plato**4 credits**

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**Fall****Jenkins****4 credits**

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 credits**

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**Not offered 2020-21****4 credits**

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this intensive 4-week course in Italy, we will study the ancient city of Rome and its supporting landscape, both through the lens of ancient literary accounts and directly through field trips to major archeological sites and museums. 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. Students will also actively participate in archeological excavation at a Roman coastal settlement. May be elected as Art History 226 or Environmental Studies 319. *Prerequisite:* Acceptance into the Crossroads Rome Summer 2021 course. *Course fee and international airfare estimate will be announced in Fall 2020.*

377 Ancient Theater**Fall****Burgess****4 credits**

The origin and development of ancient Theater, 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 Theater and Dance 377. Open to all students. Offered in alternate years.

497 Senior Thesis**Fall, Spring****Staff****2 credits**

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**Fall, Spring****Staff****2 credits**

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****Fall, Spring****Shea****4 credits**

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**Not offered 2020-21****4 credits**

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.

375 Advanced Classical Greek**Fall, Spring****Fall: Burgess; Spring: Shea****1-4 credits**

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**Fall, Spring****Staff****1-4 credits**

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****Fall, Spring****Burgess****4 credits**

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**Fall****Shea****4 credits**

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.

375 Advanced Classical Latin**Fall, Spring****Fall: Burgess; Spring: Talbert****1-4 credits**

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

391, 392 Independent Study**Fall, Spring****Staff****1-4 credits**

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.

Computer Science

Chair: Janet Davis
William Bares
John Stratton

Students of computer science 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. Studying computer science in the context of a liberal arts education enables graduates to approach problems from multiple perspectives and communicate effectively with diverse colleagues and stakeholders.

Computer Science 167 is suitable for both potential majors and non-majors who have no prior computer science experience. Students with prior experience should discuss their placement with a computer science faculty member.

Learning Goals: Upon graduation, a student majoring in Computer Science will be able to:

- Understand and apply fundamental algorithms and data structures;
- Understand the abstractions supporting modern software systems, and how the construction of those mechanisms affects the supported systems;
- Apply mathematical techniques to justify computational solutions and explore the limitations of computers;
- Communicate computational ideas through speech, writing, diagrams, and programs;
- Work with a team to design and implement a substantial, integrative project;
- Propose and compare multiple solutions to computational challenges, with consideration for the context and impact of each solution on the creators, maintainers, and users of that solution.

Distribution: Some courses completed in Computer Science apply to the quantitative analysis distribution area. See General Studies Program for lists of courses that apply.

Total credit requirements for a Computer Science major: A student who enters Whitman College with no prior experience in computer science will need to complete 33 credits.

The Computer Science major:

- 29 credits (36 credits with no prior credit for Mathematics 125 or placement above Computer Science 167)
- Required Courses
 - 310, 320, 327, 370, 495, and 496
 - 12 additional credits of 200 level or higher
 - A student will typically take Computer Science 167, 210, 220, and 270 as prerequisites to the explicitly required courses and three additional elective credits at the 200 level or higher.
- Other notes
 - Mathematics 125 (3 credits) is a prerequisite to Computer Science 220.
 - If no AP credit in Mathematics and Statistics
 - Students with a 4 or 5 on the AP computer science (A) test are considered to have completed the equivalent of Computer Science 167 and receive four credits in computer science.
 - No more than 10 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.
 - If considering graduate study are encouraged to take additional courses in Mathematics and Statistics, particularly Mathematics 240 (Linear Algebra) or 247 (Statistics with Applications)
 - No PDF after declaration
- Senior Requirements
 - 495 and 496
 - One-hour oral examination
 - Topics from Data Structures and the 300-level Computer Science core
 - The capstone project will be considered as context for some questions

- Satisfactory performance on the written Major Field Test
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Computer Science minor:

- 15 Credits in courses numbered 200 and above
- Other notes
 - No independent studies may be used
 - No PDF after declaration

The Data Science minor:

- 19 Credits
- Required Courses
 - Computer Science 167
 - Mathematics 240 and 247
- Other minor requirements
 - Three other courses from the following
 - Computer Science 351 or 357
 - Mathematics 248, 339, 347, 349, or 350
- Other notes
 - If also a Mathematics major, Mathematics 240 will satisfy both the Mathematics major and Data Science minor requirements.
 - No PDF after declaration

167 Introduction to Computational Problem Solving

Fall, Spring

Fall: Staff; Spring: Staff, Davis

4 credits

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 credits

A course which examines special topics in computer science at the introductory level. *Prerequisite:* Computer Science 167. Any current offerings follow.

203 ST: Data Analysis and Visualization

Spring

Schueller

3 credits

Students will learn to use Python-based tools for data analysis and visualization in the context of a series of data-centered group projects. Some data sets will be provided, while others will be collected by students using other means (e.g. smartphone sensors), or use experimental data from other courses. Mathematical and programming concepts including, but not limited to, data cleaning, normalization, frequency analysis, outliers, smoothing, numerical integration, and numerical differentiation will be addressed. May be elected as Mathematics 203.

Prerequisites: Computer Science 167 or equivalent and Mathematics 126 or equivalent. Distribution area: quantitative analysis.

210 Computer Systems Fundamentals

Spring

Stratton

3 credits

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

Fall

Davis

3 credits

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. May be elected as Mathematics 220. *Prerequisites:* Computer Science 167 and Mathematics 125.

267 Human-Computer Interaction

Fall

Davis

4 credits

How do people interact with computers? And how can we design computer systems that make people's lives better? Students will learn to critique user interfaces using principles based on psychological theories of perception, memory, attention, planning, and learning. Through a semester-long team project, students will practice iterative design including stages of contextual inquiry, task analysis, ideation, prototyping, and evaluation. We will also explore current research on new application areas, design techniques, or interaction paradigms, as well as social implications of computing.

270 Data Structures

Fall, Spring

Bares

4 credits

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, as well as tools for programming in the large. *Prerequisite:* Computer Science 167.

300-304 Special Topics in Computer Science

1-4 credits

A course which examines special topics in computer science at the intermediate level. Any current offerings follow.

300 ST: Computer Graphics

Spring

Bares

3 credits

An introduction to computer graphics covering 2-D and 3-D rendering pipelines and user interaction techniques for graphics applications. Topics will include coordinate systems, representation of geometric shapes, transformations, projection, hidden-surface removal, lighting, and shading. Students will apply these topics through a combination of hands-on and written exercises and programming with a current computer graphics library. Students will read and analyze a selection of research publications that apply computer graphics in

different application domains. Students will implement a final project that applies computer graphics techniques in a chosen domain. *Prerequisite:* Computer Science 270. Distribution area: None.

301 ST: Computer Networks

Spring

Davis

3 credits

The Internet is composed of a large number of heterogeneous, independently-operating computer networks that work together to transport all sorts of data to points all over the world. The fact that it does this so well given its complexity is a minor miracle. In this class, we'll study the structure of these individual networks and the Internet as a whole to figure out how this "magic" takes place. Topics include TCP/IP, protocols and their implementations, routing, security, network architecture, DNS, peer-to-peer networking, and Wi-Fi along with ethical and privacy issues. *Prerequisite:* Computer Science 270. Distribution area: None.

310 Computer Systems Programming

Fall

Bares

4 credits

How does data move from a hard drive to memory to a CPU? How does a computer deal with input from a mouse and keyboard? How does one computer communicate with another, or many others? This class examines how operating systems interact with computer hardware to provide higher-level programming abstractions. Students will use the C programming language to explore topics such as processes, virtual memory, concurrency, threads, and networking.

Prerequisites: Computer Science 210 and 270.

317 Software Performance Optimization

Not offered 2020-21

3 credits

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.

320 Theory of Computation

Fall

Davis

3 credits

Which problems can be solved computationally? Which cannot? Why? We can prove that computers can perform certain computations and not others. This course will investigate which ones, and why. Topics will include formal models of computation such as finite state automata, push-down automata, and Turing machines, as well as formal languages such as context-free grammars and regular expressions. May be elected as Mathematics 320. *Prerequisite:* Computer Science/Mathematics 220 or Mathematics 260.

327 Algorithm Design & Analysis

Spring

Stratton

3 credits

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. May be elected as Mathematics 327. *Prerequisites:* Computer Science 270; Computer Science/Mathematics 220 or Mathematics 260.

339 Operations Research

Not offered 2020-21

3 credits

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. May be elected as Mathematics 339. *Prerequisites:* Mathematics 240 and Computer Science 167.

350 Mathematical Modeling and Numerical Methods

Spring

Hundley

3 credits

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. May be elected as Mathematics 350. *Prerequisites:* Mathematics 240 and 244.

351 Artificial Intelligence

Not offered 2020-21

3 credits

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 select a technique to apply to a classification problem or game of their choice. *Recommended prerequisites:* Computer Science 220, Mathematics 220, or Mathematics 260. *Prerequisite:* Computer Science 270.

357 Natural Language Processing

Not offered 2020-21

3 credits

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.

370 Software Design

Spring

Davis

4 credits

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. Students enrolling in Computer Science 370 also will be required to enroll in an associated laboratory course (Computer Science 370L). Weekly laboratory sessions will include time for design critiques, code reviews, and supervised teamwork. *Corequisite:* Computer Science 370L.

Prerequisite: Computer Science 270.

400-404 Special Topics in Computer Science

1-4 credits

A course which examines special topics in computer science at the advanced level. *Prerequisites:* Computer Science 167 and 270. Any current offerings follow.

467 Numerical Analysis

Not offered 2020-21

3 credits

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. May be elected as Mathematics 467. *Prerequisite:* Computer Science 167. *Pre- or corequisite:* Mathematics 240.

481, 482 Independent Study**Fall, Spring****Bares, Davis, Stratton****1-4 credits**

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.

495 Capstone Project I**Fall****Bares, Stratton****2 credits**

First semester of a team project integrating skills and concepts from across the computer science curriculum. Students will develop project management and communication skills. In writing and documenting software, students will consider their responsibilities to future users or developers. Open only to senior computer science majors. *Prerequisite:* a 300-level computer science course.

496 Capstone Project II**Spring****Bares, Davis****1 credit**

Second semester of a team project integrating skills and concepts from across the computer science curriculum. Students will develop project management and communication skills, culminating in a public presentation. In writing and documenting software, students will consider their responsibilities to future users or developers. All course work will be completed by the second Friday in March. *Prerequisite:* Computer Science 495.

497 Advanced Project**Spring****Bares, Davis****1 credit**

Students will individually design, implement, document, and present an extension of the team capstone project developed in Computer Science 495 and 496. *Prerequisite:* Computer Science 495. *Corequisite:* Computer Science 496.

498 Honors Project**Spring****Staff****1 credit**

Students will individually design, implement, document, and present an extension of the team capstone project developed in Computer Science 495 and 496. Required of and limited to senior honors candidates in computer science. *Prerequisite:* Computer Science 495. *Corequisite:* Computer Science 496.

Dance

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

Economics

Chair: Denise Hazlett
 Halefom Belay
 Jan P. Crouter
 Sai Mamunuru
 Marian Manic

Rosie Mueller (*on Sabbatical, Spring 2021*)
 R. Pete Parcells
 Jason Ralston

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.

The economics major requires coursework in economics and mathematics. A student who enters Whitman with no prior college-level work in either of these areas would need to complete math 125 and complete at least 35 credits in economics.

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

- **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.
- **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.

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

Total credit requirements for a Economics major: A student who enters Whitman with no prior college-level work in either of these areas would need to complete math 125 and complete at least 35 credits in economics.

The Economics major:

- 35 Credits
- Required Courses
 - Economics 100 or 101, 102, 227 (or Mathematics 128 or 247), Economics 307, 308, 327
 - Mathematics 125 or the equivalent AP or transfer credits is a prerequisite for 307 and 308
 - Minimum grade of C is required in Economics 307 and 308
- Other major requirements
 - A minimum of 12 credits must be earned in economics courses numbered 310 through 490
- Other notes
 - No more than 8 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.

- Students with a score of 5 on the Principles of Microeconomics AP test will receive four credits for Economics 101
- Students with a score of 5 on the Principles of Macroeconomics AP test will receive four credits for Economics 102.
- Students with a score of 6 or higher on the higher level IB Economics test will receive a total of eight credits for Economics 101 and 102.
- Students contemplating a major or minor in Economics are encouraged to take at least a year of calculus, Economics 227 (or Mathematics 128 or 247), and Economics 307 and 308 prior to their junior year.
- Students are encouraged to enroll in Mathematics 125 as soon as possible as it is a prerequisite for Economics 307 and 308.
- Economics 307 and 308 are prerequisites for many other courses.
- Students planning to pursue honors in economics are strongly encouraged to complete Economics 327 prior to their senior year.
- Courses taken PDF (including Economics 493 and 494) and Economics 498 may not be used to meet the credit requirement
- Senior Requirements
 - Senior assessment
 - Major Field Test (MFT; offered only in the spring semester)
 - Oral examination
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day
 - For more details
 - <https://www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors>

The Economics minor:

- 19 Credits
- Required Courses
 - Economics 100 or 101, 102, 307, 308
 - One additional course from 310-490
- Other notes
 - No courses may be taken PDF

Economics combined majors: The economics department participates in two combined major programs, economics-environmental studies and economics-mathematics. All economics combined majors and all individually planned majors for which economics is a major component require a minimum grade of C (2.0) in Economics 307 and 308. Mathematics 125 is a prerequisite for Economics 307 and 308.

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

The Economics-Mathematics major:

- 49 (27 credits in Economics and 22 credits in Mathematics)
- Required Courses
 - Economics 100 or 101, 102, 307, 308, 327, 428
 - One additional course in Economics (letter graded)
 - Mathematics 225, 240, 244, 247, 248, 349
 - 3 credits 200 level and above in mathematics and statistics
- Other notes
 - For Economics 327, Economics 227 or Mathematics 128 or 247 are a prerequisite
 - Economics 227 and Mathematics 128 do not count toward major requirements
 - Students with a score of 5 on the Principles of Microeconomics AP test will receive four credits for Economics 101
 - Students with a score of 5 on the Principles of Macroeconomics AP test will receive four credits for Economics 102.
 - Students with a score of 6 or higher on the higher level IB Economics test will receive a total of eight credits for Economics 101 and 102.
 - Courses taken PDF (including Economics 493 and 494) and Economics 498 may not be used to meet the credit requirement
- Senior Requirements
 - Senior assessment
 - Written exam in mathematics
 - Major Field Test (MFT; only offered in the spring) in economics
 - Combined oral exam
 - Scheduled by the Economics Department
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day
 - For more details
 - <https://www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors>

100 Principles of Microeconomics and the Environment**Fall****R. Mueller****4 credits**

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**Fall, Spring** **Fall: Mamunuru, Ralston; Spring: Hazlett, Mamunuru** **4 credits**

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**Fall, Spring** **Belay, Parcels** **4 credits**

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**Fall** **Manic** **4 credits**

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**Spring** **Ralston** **4 credits**

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.

Prerequisite: Economics 100 or 101.

220 Game Theory**Not offered 2020-21** **4 credits**

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**Fall, Spring** **Mamunuru** **4 credits**

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**Not offered 2020-21** **4 credits**

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

Fall

Parcels

4 credits

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 are 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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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 credits

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.

294 ST: Law and Development

Spring

Lemma

4 credits

This course explores the role law plays in economic development. It focuses on legal transformations and reforms occurring in many developing countries and how changes in the law change the way people behave. The course adopts comparative and interdisciplinary approaches to the study of legal systems, economic systems and political systems. It engages with such issues as the notion and classification of law; conceptions and indicators of development; human rights and development; education and capacity building; constitutionalism and the rule of law; corporate social responsibility; civil society engagement; trade and development; resource control, corruption, and economic crimes; and the economic, political and social empowerment of women, racial and ethno-religious minorities and other “vulnerable” groups - all with explorative case studies of selected countries and regions.

Distribution area: cultural pluralism or social sciences.

307 Intermediate Microeconomics

Fall, Spring

Fall: R. Mueller; Spring: Crouter

4 credits

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

Fall, Spring

Fall: Hazlett; Spring: Belay

4 credits

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.

310 Public Economics

Not offered 2020-21

4 credits

Public economics applies microeconomic tools to analyze the impact of public policy on the allocation of resources and the distribution of income in the economy. This course considers when and how government intervenes in areas such as education, health care, taxation, voting, and welfare programs. *Prerequisites:* Economics 227 (or Mathematics 128 or 247) and Economics 307 or consent of instructor.

320 Causal Inference and Research Design

Not offered 2020-21

4 credits

The phrase “correlation does not imply causation” is often touted, but how does one practically disentangle the two when randomized control trials are not possible? This class introduces students to the modern theory of “causal inference.” In addition to learning a variety of prominent research designs in applied microeconometrics (e.g. differences-in-differences, regression discontinuity, instrumental variables), students will gain some competency at executing these research methods. Students will grapple with and think analytically about the efficacy of data, methods, and research design. Taking Economics-327 is strongly recommended before registering for this course. *Prerequisites:* Economics 101, 102, 307, and one of the following: Economy 227 or Mathematics 128 or Mathematics 247.

322 Industrial Organization

Not offered 2020-21

4 credits

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

Fall, Spring

Ralston

4 credits

Econometrics is concerned with the testing of economic theories using 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, forecasting future economic activity, and causal inference are topics that will be covered. Simple and multivariate regression will be examined. *Prerequisites:* Economics 227 (or Math 128 or Math 247), Economics 307, or consent from instructor. Students pursuing honors in economics are strongly encouraged to complete this course before their senior year.

338 Applied Macroeconomics

Not offered 2020-21

4 credits

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**Not offered 2020-21****4 credits**

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 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**Spring****Parcells****4 credits**

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 Corporate Finance**Fall****Manic****4 credits**

This course is designed to immerse students in the field of Finance and the techniques of financial analysis. This course is the first in the Financial Economics sequence. The course builds upon the theoretical foundations of micro and macroeconomics as well as statistics to introduce students to the major topics in corporate finance, financial analysis, and valuation. By the end of the course, students are expected to articulate the underpinnings of Time Value of Money (TVM), Discounted Cash Flow (DCF) valuation models, the Efficient Market Hypothesis and elements of Behavioral Finance, valuation techniques for bonds and stocks, evaluation of enterprise financing and investment decisions, types of financial risks, the opportunity cost of capital, and the Weighted Average Cost of Capital (WACC). *Prerequisites:* Economics 100 or 101, 102, and 227 (or Mathematics 128 or 247).

388 Labor Economics**Not offered 2020-21****4 credits**

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 credits**

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**Fall****Hazlett****4 credits**

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

409 Investment Theory and Analysis**Spring****Manic****4 credits**

The purpose of this course is to expand on the material introduced in the Corporate Finance (ECON 358) course and provide a more comprehensive discussion about investment theory. This course is the second in the Financial Economics sequence. It introduces students to the various classes of financial assets and then goes into the investigation of: portfolio theory with an emphasis on risk vs. return and diversification rules, capital asset pricing and arbitrage theories, the fundamentals of Behavioral Finance and technical analysis, management of bond portfolios, analysis of derivative securities (options and futures) and risk management, and the issues of globalization and international investing. *Prerequisites:* Economics 327 and 358.

428 Mathematical Economics**Fall****Belay****4 credits**

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 statistics and economics. *Prerequisites:* Mathematics 240; Economics 307 and 308.

448 International Finance**Spring****Hazlett****4 credits**

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. *Prerequisite:* Economics 308.

467 Law and Economics**Not offered 2020-21****4 credits**

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**Fall****R. Mueller****4 credits**

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.

Prerequisites: Economics 227 (or Mathematics 128 or 247) and Economics 307. Economics 327 is recommended.

478 Urban Economics**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Fall, Spring****Staff****1-4 credits**

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

498 Honors Thesis**Fall, Spring****Staff****3-4 credits**

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, Fall 2020: Gaurav Majumdar (*on Sabbatical, Spring 2021*)

Chair, Spring 2021: Christopher Leise
Sharon Alker, *Chair, Division II*

Theresa M. DiPasquale (*on Sabbatical, Spring 2021*)

Scott Elliott

Adam Gordon

Mary Raschko

Katrina Roberts

Kisha Lewellyn Schlegel

Adjunct Faculty:

Johanna Stoberock

Jenna Terry

Affiliated Faculty:

Lydia McDermott, Rhetoric, Writing
and Public Discourse

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. English courses also provide instruction and practice in writing: some in scholarly and critical writing, others in creative writing.

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.

Distribution: Courses completed in English apply to the humanities distribution area, with the following exceptions: Humanities or Cultural Pluralism: 246, 247, 376, and other courses as specified below.

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

Total credit requirements for a English major: 36

The English major:

- 36 Credits
- Required Courses
 - English 290 and 491
 - One elective at the 100-or 200-level chosen from 176-179, 200, 230-233, 246, 247, 250-252, or 270
 - At least three other 200-or-300-level courses meeting specific requirements
 - One early period British literature course, chosen from English 335, 336, 337, 338, 350, or 359
 - One course in American literature, chosen from 347, 348, or 349

- One course in underrepresented literatures, chosen from 246, 247, 376, or another course identified as counting in this category
 - Three electives at the 300- or 400-level
 - One of the electives may, with the written approval of the English Department, be a literature course in global literatures numbered 300 or higher or a course in literature offered by the department of foreign languages and literatures numbered above 306
- Other notes
 - No course may satisfy more than one requirement.
 - No more than two Creative Writing courses may be counted toward the major.
 - 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.
 - Strongly recommends two years of foreign language, especially for those considering graduate school
 - No courses may be taken PDF
- Senior Requirements
 - English 491
 - One hour oral exam
 - Revised seminar paper; Graded by two to three faculty
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The English minor:

- 20 Credits
- Required Courses
 - One elective from
 - 176-179, 200, 230-233, 246, 247, 250-252, 270, or 290
 - At least three other 200-or-300-level courses meeting specific requirements
 - One early period British literature course, chosen from English 335, 336, 337, 338, 350, or 359
 - One course in American literature, chosen from 347, 348, or 349
 - One course in underrepresented literatures, chosen from 246, 247, 376, or another course identified as counting in this category
 - One elective at the 300-400 level
- Other notes
 - No course can satisfy more than one requirement
 - No PDF courses for minor

The Creative Writing minor:

- 20 Credits
- Required Courses
 - English 150
 - One literature course in English
 - Two courses in one of the following genres

- English 250 and 320 (Fiction)
 - English 251 and 321 (Poetry)
 - English 252 and 322 (Creative Non-Fiction)
- One creative writing elective at the 200 or 300 level
- Other notes
 - If majoring in English and minoring in Creative Writing, one creative writing and one literature course may count toward both
 - No courses may be taken PDF

For courses in expository writing: See Rhetoric, Writing and Public Discourse 170, 210, and 320.

COURSES IN LITERATURE AND THEORY

176 Introduction to Creative Nonfiction

Not offered 2020-21

4 credits

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

Fall, Spring

Fall: Roberts; Spring: A. Gordon 4 credits

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 will 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

Spring

Elliott

4 credits

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

Fall

DiPasquale

4 credits

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.

200 Introduction to Literature and the Humanities

4 credits

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 200-level. Any current offerings follow.

200 VT: Reading the Anthropocene

Fall

K. Schlegel

4 credits

For twenty years, the word “Anthropocene” has emerged as both a catalyzing term and a signifier for an urgent reality. As Robert Macfarlane writes, “[this] new epoch of geological time in which human activity is considered such a powerful influence on the environment, climate, and ecology of the planet...will leave a long-term signature in the strata record. And what a signature it will be.” In this course, we’ll read literature that contends with the signature of human impact on the earth. As we consider how literature shapes our understanding of the

Anthropocene, we'll also consider how the Anthropocene might shape our understanding of literature and literary studies. How does the Anthropocene require—or allow—us to read differently? We'll read across genres and regularly connect with nature in ways that are accessible to all students. Inspired by the ecology itself and Jedediah Purdy's idea that, "the Anthropocene future is, unavoidably, a collective human project," the course will culminate in a collaborative project devised by the students. May be taken for credit toward the electives area of the Environmental Humanities major. Distribution area: humanities.

200 VT: Infrastructure, the Individual, and Community

Spring

Leise

4 credits

This course will investigate how the built environment influences individuals and communities. It will work to define what an "individual" is and explore the changing role of "infrastructure" in society. Texts may include Ralph Waldo Emerson's essays, Nathaniel Hawthorne's short stories, Walter Benjamin's philosophy, Elizabeth Woody's poetry, HBO's *The Wire*, the Whitman campus, downtown Walla Walla, and the Columbia River; and we'll also explore our own feelings about infrastructure, community, and others. Distribution area: humanities.

230 Introduction to Shakespeare: Love, Sex, and Gender

Not offered 2020-21

4 credits

From Hermia's "The course of true love never did run smooth!" to Lady Macbeth's "Come, you spirits / That tend on mortal thoughts, unsex me here," Shakespeare's plays and poems grapple with erotic love, human sexuality, and the complex workings of gender in human experience. Writing for the English stage during a period when female roles were played by male actors, Shakespeare often explored the ways in which gender is constructed and performed, yet his writings also include archetypes of masculinity and femininity; and he fashions lovers whose passions and desires range from the sublime to the ridiculous. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of love, sex, and gender. May be taken for credit toward the Gender Studies major or minor.

231 Introduction to Shakespeare: Race, Nationality, and Power

Not offered 2020-21

4 credits

"What ish my nation? Who talks of my nation?" asks the enraged Irish captain MacMorris, speaking in dialect as he confronts the Welsh captain Fluellen in Shakespeare's *Henry V*. Not only in his history plays, but in his comedies, tragedies, and romances, Shakespeare explores both how race, ethnicity, and nationality are constructed and how these concepts shape individual identities and social interactions. Shakespeare not only worked to define what it meant to be "English" in the late sixteenth and early seventeenth centuries, but helped to shape the English language itself—which only a tiny percentage of the world's population spoke at the time he wrote his plays—into England's most powerful global export. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of race, nationality, and power. May be taken for credit toward the Race and Ethnic Studies major or minor.

232 Introduction to Shakespeare: Work, Wealth, and Status

Not offered 2020-21

4 credits

"Some are born great, some achieve greatness, and some have greatness thrust upon 'em." This mock proverb tempts *Twelfth Night's* Malvolio to fantasize about social mobility – an ambition met with comic but humiliating ridicule. Across his works, Shakespeare interrogates the social, economic, and gendered structures that stratified early modern communities. He examines various modes of service, leadership, and artistry, including the craft of poetry. Mixing high art with realism and humor, he labors to engage diverse audiences, ranging from those who stand in the yard to those so wealthy that they can pay to sit on the stage. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of work, wealth, and status.

233 Introduction to Shakespeare: Faith, Fate, and Virtue

Spring

Raschko

4 credits

"Who can control his fate?" Othello asks in his last moments upon the stage, after falling prey to Iago's manipulations and punishing his wife for imagined sins. Throughout his plays, Shakespeare repeatedly grapples with questions related to

belief and power. In tragedy, comedy, and romance, he explores the boundaries between the worldly and the supernatural, as well as the limits of free will. Interweaving politics and religion, ethics and philosophy, Shakespeare's texts confront audiences with the existential and moral dilemmas that make us human. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of faith, fate, and virtue.

246 Native American Literatures

Fall

Leise

4 credits

A survey of writing by indigenous peoples of the present-day United States. This reading-heavy course will focus its attention on a small number of distinctive indigenous literary traditions, possibly (but not necessarily) including the Iroquois confederacy of the U.S. Northeast and southeastern Canada, the Creek nation of the U.S. Southeast, the Kiowa peoples of the Southwest, and the peoples of the Columbia Plateau. Aside from reading, assignments will include exams and formal essays. May be taken for credit toward the major's "Underrepresented Literatures" requirement. May be taken for credit toward the Race and Ethnic Studies major.

247 African American Literature

Not offered 2020-21

4 credits

A survey of autobiography, poetry, and fiction by black authors from the 1800s to the present. In this reading-heavy course, topics will include the way writers of African descent in the British American colonies and subsequent United States forged spaces for expression in the public sphere, debates about what "Negro literature" during the Jim Crow era was and how it should be done, and representations of history and identity pertaining to African Americans after the Civil Rights Act became law. Aside from reading, assignments will include exams and formal essays. May be taken for credit toward the major's "Underrepresented Literatures" requirement. May be taken for credit toward the Race and Ethnic Studies major or minor.

270 Special Topics in Underrepresented Literatures

4 credits

Courses will cover one area of underrepresented literatures in depth. Any current offerings follow.

290 Approaches to the Study of Literature

Fall, Spring

Fall: Leise; Spring: A. Gordon

4 credits

A course in practical criticism designed to introduce students to some of the approaches that can be used in literary analysis.

335-341 Studies in British Literature

4 credits

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). Also included in this category are courses covering in depth particular topics in pre-Romantic English literature (English 335). 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 the second will count as an elective. Any current offerings follow:

336 VT: Medieval Literature: Old Stories, New Problems

Spring

Raschko

4 credits

This course explores medieval English literature and culture by examining how authors reshaped old stories to respond in diverse ways to contemporary trends, controversies, and power structures. Rather than prize the innovative and new, medieval writers and readers placed highest value on the telling of well-known stories: nearly all writers claimed their texts came from some other source, whether the Bible, Roman histories, a French text, or a mysteriously lost, yet ancient book. The production of so many retellings, sequels, and works of fan-fiction opens up complex questions about what's lost and gained in translation, as well as how people craft images of the past to promote particular visions of the future. Course readings will include Old and Middle English renditions of popular biblical stories (including in medieval drama), classical myths, fables, folk tales, and romances (especially those pertaining to King Arthur). Distribution area: humanities.

337 VT: Love, Sex, and Power in the English Renaissance**Fall****DiPasquale****4 credits**

Desire, love, sexuality, and gender are major themes in English Renaissance texts. Many stories, plays, poems, and treatises of the period focus on amorous desire, the joys and woes of marriage, and complex questions about sex and gender. Writers of the period also tap into the figurative potential of amorous desire, marriage, adultery, same-sex love, heterosexual love, and both binary and nonbinary notions of gender; they apply sexual and gendered language to texts on religious, political, social, literary, philosophical, and economic subjects. We will study texts in a variety of genres—from Petrarchan sonnet and raunchy novella to polemical treatise, satirical comedy, and devotional lyric. Seeking to appreciate how the aesthetic and formal qualities of the works we read shape 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. May be taken for credit toward the Gender Studies major or minor. Distribution area: humanities.

339 VT: Romantic Literature: Making Meaning through Poetry**Spring****Alker****4 credits**

Poets are the unacknowledged legislators of the world,” Percy Bysshe Shelley passionately declared at the end of his essay on poetry. His sentiments reflect a larger insistence during the Romantic era that poetry was profoundly meaningful, and could change the world. This class will explore the many ways poets imagined their craft as transformative. We will look at the way the major Romantic poets (Wordsworth, Blake, Coleridge, Shelley, Keats, and Byron) reconfigured the poetic forms they inherited to make them more responsive to a host of literary, cultural, and political revolutions. We will contrast their work with the poetry of other late 18th- and early 19th-century writers, including emerging working-class poets, regional poets, women poets, abolitionist poets, and antiquarian and gothic poetry. We will pay particular attention to the relationship between nature and transformation in these poems, viewing poetic production of the period through an eco-critical lens. May be taken for credit toward the electives area of the Environmental Humanities major. Distribution area: humanities.

341 VT: Figures of Newness: British and Irish Modernism**Fall****Majumdar****4 credits**

This course will study literature from the “High Modernist” period (1910–1930) and the decades immediately preceding and following it. Modernist works frequently make the claim of departure (from tradition to modernity, from old literary forms to the new, and from old social models to new ones). While we will examine these departures, we will read texts mainly for their use of figural language—for how they employ metaphor and for expression that departs from the accepted literal sense, or conventional order of words. With this focus on linguistic departure, we will also consider questions about departure and arrival of various kinds: How do various figures in these texts fashion their present identities and their pasts? How are peculiarly modernist forms constructed? What is the role of metaphor in this construction of moves from the old to the new? The discussion of this transfer will involve such issues as the importance of the city in modernist literature, the public and private relations of the individual, and links between modernity and ideology. Distribution area: humanities.

347 Studies in American Literature**4 credits**

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 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.

347 VT: Rethinking American History in African American Literature**Fall****Leise****4 credits**

This course will consider twentieth- and twenty-first-century novels (and perhaps films) written by African American writers and depicting inclusive representations of Black history in the United States. The texts studied will focus on the formation of race-based slavery and the exclusion of Black voices in the colonial New World; disenfranchisement of Black people in the Constitution; lynch-logic and spectacle terrorism; Jim Crow; Rosewood and Black Wall Street; redlining and other strategies employed within and outside government to divest from

Black communities; and other topics. We will consistently ask ourselves about what we already know, how we know it, what the texts are directing us to see or to re-see, and why the texts want us to read them as they encourage us to. We will also ask questions about how writers construct self-affirming narratives in response to difficult realities about the American past. Authors may include Toni Morrison, Charles Johnson, George Schuyler, Zora Neale Hurston, Danzy Senna, Paul Beatty, and others. Prerequisite: None. Distribution area: cultural pluralism or humanities.

348 The American Literary Emergence, 1620 - 1920

Fall

A. Gordon

4 credits

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 American Literature: Modern to Contemporary

Spring

Leise

4 credits

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

Not offered 2020-21

4 credits

A study of medieval England’s most famous, influential, and humorous poet. Course texts will include *The Canterbury Tales*, *Troilus and Criseyde*, and select shorter poems. Students will learn to read texts in the original Middle English. May be taken to count toward the major’s “Early Period British Literature” requirement.

353 Studies In Shakespeare

4 credits

A course on the dramatic and non-dramatic works of William Shakespeare, the course will focus on close reading of the primary texts, with attention to questions arising both from the Early Modern English culture in which they were written and to their cross-cultural significance in later literature, Theater, and film. The course will vary from year to year and will be organized by theme. Any current offerings follow:

357 Milton and the Idea of Freedom

Not offered 2020-21

4 credits

The writings of John Milton (1608-1674) played a crucial role in shaping what we now know as Modernity. We will study his poetry and prose, with particular attention to his ground-breaking political treatises and his enormously influential epic *Paradise Lost*.

367 Selected Works by One Author

4 credits

An intensive study of one influential English-language author, designed to include texts from the beginning to the end of that writer’s career. Any current offerings follow.

375 Literary Theory Variable Topics

4 credits

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. Any current offerings follow.

375 VT: Contemporary Literary Theory

Spring

Zalloua

4 credits

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 elected as Global Literatures 395. Distribution area: humanities.

376 Studies in Colonial and Anti-Colonial Literature

4 credits

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. The course will discuss works of literature, as well as theoretical and critical texts. Offered annually. May be taken for credit toward the major’s “Underrepresented Literatures” requirement. Any current offerings follow.

376 VT: Solidarity, Success, and Failure in Anti-Colonial Literature

Fall

Majumdar

4 credits

This course will study how anti-colonial literature links, and reflects upon, solidarity and “failed” constructions (of architecture, the self, language, transnational friendships, and international communities). We will investigate works by Jawaharlal Nehru, E. M. Forster, Louise Bennett, Claude McKay, Kamau Brathwaite, J. M. Coetzee, Anita Desai, Salman Rushdie, and Yasmine El Rashidi—alongside theoretical claims by Edward Said, Gayatri Spivak, Paul Gilroy, Édouard Glissant, and Leela Gandhi, among others—to trace how the mimetic failures depicted in these texts theorize fluctuating notions of postcolonial success, as well as tensions among cosmopolitanism, solidarity, and colonialism. May be taken for credit toward the Race and Ethics Studies major or minor. Applies to the “Underrepresented Literatures” major requirement. Distribution area: cultural pluralism or humanities.

377 Rhetorical Bodies

Not offered 2020-21

4 credits

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 taken for credit toward the Race and Ethnic Studies major or minor. May be elected as Rhetoric, Writing and Public Discourse 380.

387 Special Studies

4 credits

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 VT: History of the Book

Fall

Raschko

4 credits

This interdisciplinary course explores the relationship between text and technology, studying how material media shape texts' contents and audiences' interpretations. Coursework 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. Open to interested students in any major. Distribution area: humanities.

387 VT: Highbrow/Poe-brow: Edgar Allan Poe and Popular Culture**Spring****A. Gordon****4 credits**

Scholars hail Edgar Allan Poe as a pioneer of the detective story, an influential practitioner of the science fiction and horror genres, and a key voice in the development of the short story as an art form. Though he earned fame as a poet with works like “The Raven,” in his career as a critic he did as much as any other early American writer to shape the direction of American literature. All the while, his romance-laden biography has proven as enduring a source of intrigue as any of his Gothic plots. Over the course of the semester, we’ll approach Poe’s corpus as an occasion to ask a variety of questions central to the study of literature: What constitutes literary value? How do we navigate distinctions between highbrow and lowbrow taste, popular fiction and academic syllabi, genre fiction and so-called “literary” fiction? How have various critical and theoretical schools, from formalism and New Historicism to Marxism and cultural studies, drawn upon and refashioned Poe’s legacy? And how might we use Poe’s oeuvre to engage questions of race, gender, and class? Readings will include extensive selections from Poe’s short stories, poetry, and critical reviews; longer works like *The Narrative of Arthur Gordon Pym* and *Eureka*; and works by a range of authors in conversation with Poe such as Arthur Conan Doyle, H. P. Lovecraft, and Mat Johnson. Finally, we’ll examine Poe’s legacy beyond the classroom in fan fiction, cultures of literary tourism, illustrated editions, as well as film adaptations such as Fellini’s *Spirits of the Dead* and the truly horrifying 2012 Matthew Broderick film *The Raven* as we explore twentieth- and twenty-first century re-appropriations of Poe’s works across a range of media. Distribution area: humanities.

491 Seminars in English and American Literature**4 credits**

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.

491 VT: Protest Literature and the American Renaissance**Fall****A. Gordon****4 credits**

This course focuses on the ten-year span of 1850-1860 during the so-called American Renaissance to ask a series of questions about the relation of literature to social reform. How should we protest injustice? Should resistance begin with the individual or the group? What difficulties arise when we advocate on behalf of genders, races, or classes other than our own? How do different authors conceive of literature’s capacity to effect meaningful change? Indeed, is it naïve to think that literature makes a real difference? By juxtaposing literary works from a deliberately short span of time, we’ll privilege depth over breadth, comparing and contrasting competing strategies of literary protest during one of American history’s most turbulent decades as the nation hurtled toward secession and civil war. Readings may include Henry David Thoreau’s *Walden*; Harriet Beecher Stowe’s *Uncle Tom’s Cabin*; Frederick Douglass’s *My Bondage and My Freedom*; Nathaniel Hawthorne’s *The Blithedale Romance*; essays by Ralph Waldo Emerson and Margaret Fuller; short stories by Herman Melville; poetry by Walt Whitman and John Greenleaf Whittier; and Fanny Fern’s novel *Ruth Hall*. In treating these texts, we’ll take up a wide range of topics, from slavery and abolition to utopianism; ecocriticism to women’s rights; imperialism and American exceptionalism to the nationalist formation of the American literary canon itself. In the process, we’ll interrogate our own implicit political agendas and disciplinary frames of inquiry for reading literature as we re-engage the protest literature of the past while asking how these texts speak to our own present moment. *Prerequisite:* English 290. Distribution area: humanities.

COURSES IN CREATIVE WRITING**150 Introductory Creative Writing****Fall, Spring** **Fall: Roberts, K. Schlegel; Spring: Elliott, Roberts, K. Schlegel****4 credits**

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.

250 Intermediate Creative Writing – Fiction**Fall****Elliott****4 credits**

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**Fall****Roberts****4 credits**

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**Fall****K. Schlegel****4 credits**

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.

320 Advanced Creative Writing – Fiction**Spring****Elliott****4 credits**

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. *Prerequisites:* English 250 or equivalent and consent of instructor.

321 Advanced Creative Writing – Poetry**Spring****Roberts****4 credits**

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. *Prerequisites:* English 251 or equivalent and consent of instructor.

322 Advanced Creative Writing – Nonfiction**Spring****K. Schlegel****4 credits**

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.

389 Special Studies in Craft**4 credits**

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 VT: Writing the Flash**Fall****Elliott****4 credits**

With no room for missteps or digression, short stories of fewer than a thousand words hit the ground running, careen into meaty middles, and spill into surprising turns at their ends. Much of the power of stories in this mode comes from compression, well-wrought implication, unexpected insights: the flash. Even absent the room for development enabled by longer prose fiction, shorter short stories can offer the reader the experience of a life-changing event, a searing glimpse into character, a slowing down or acceleration of time, a fresh vision of the universe. In this course, students will have the opportunity to read a wide variety of notable shorter short fiction, some of it dazzling in its accomplishment, with an eye to writing excellent examples of their own. *Prerequisite:* English 250 or 251, or 252 or consent of instructor. Distribution area: fine arts.

INDEPENDENT STUDY and THESIS**401, 402 Independent Study****Fall, Spring****Staff****1-4 credits**

Directed reading and the preparation of written work 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.

497 Thesis**Fall, Spring****Staff****4 credits**

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**Fall, Spring****Staff****4 credits**

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 advisor, 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

Co-Director: Amy Molitor, Environmental Studies

Co-Director: Tim Parker, Biology

Eunice L. Blavascunas, Anthropology and Environmental Studies

Phil Brick, Politics

Emily Jones, German Studies and Environmental Humanities

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 program introduces students to a wide variety of perspectives that examine the many connections between humans and nature. To do this, the program combines a broad set of relevant courses in the natural and social sciences as well as the humanities. The basic preparation can then transfer easily to further graduate training or to an immediate career in research, policy, or some other professional environmental direction. The hallmarks of the Whitman program are its multidisciplinary organization, and local and regional in empirical emphasis. Students wrestle with the challenges, and come to understand the necessities, of an interdisciplinary approach in the elucidation of any environmental problem. They develop a literacy in understanding their Walla Walla environmental address, so they can appreciate the deep links between their temporary community and the surrounding human and natural environments. Field trips and internship opportunities are a vital part of this experience.

Program Goals

- To foster critical thinking skills in relation to environmental problems.
- To enhance environmental literacy.
- To encourage interdisciplinary integration of disciplinary approaches to environmental concerns.
- To develop communication skills in a wide variety of formats designed for diverse audiences.

Learning Outcomes

Students will be able to:

- Articulate an understanding of relevant concepts that underlie environmental processes, thought and governance in the natural sciences, social sciences and humanities.
- Integrate and apply sophisticated perspectives from multiple disciplinary approaches that address complex environmental problems.
- Design and conduct research on environmental topics. Research could include a variety of methods (quantitative, qualitative, artistic, rhetorical, spatial, etc.) as well as in a variety of contexts (senior thesis, summer research, course assignments, study abroad, etc.).
- Communicate effectively in both written and oral formats to academic and non-academic audiences.

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 Wallawas 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.

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.

Environmental Studies Requirements

- 25 Credits (minimum)
 - Plus additional specific department credit requirements
- Required Courses
 - Environmental Studies 120, 207, and 479
 - Foundation Coursework
 - Fulfill the requirements for the two areas outside of your focus area; humanities, natural/physical sciences, or social sciences
 - Humanities: Take two courses from the list below
 - Natural/physical sciences: Take two courses from the list below, one with a lab
 - Social sciences: Take two courses from the list below
 - Take one interdisciplinary course from the list below
- Other notes
 - 8 transfer credits may be applied to the major
 - No courses may be taken PDF
- Senior Requirements
 - Environmental Studies 479
 - Further requirements are specified within your concentration below
- Honors
 - Specified within each concentration

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*
 Art History and Visual Culture Studies 352 *Art/Environment*
 Classics 200 *ST: Ancient Travel and Travelers*
 Classics 205/Environmental Studies 205 *Women and Nature in the Ancient World*
 Classics 217/Environmental Studies 217 *Classical Foundations of the Nature Writing*
 Classics 226/Environmental Studies 226 *Conceptions of Nature in Greek and Roman Thought*
 Environmental Studies 202 and 302 *Special Topics, all offerings*
 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
 Global Literature 328 *Haiku and Nature in Japan*
 Philosophy 120 *Environmental Ethics*
 Philosophy 208 *Food: What's for Dinner?*
 * Offered only to students admitted to Semester in the West

Philosophy 227/Environmental Studies 227
Concepts of Nature in Modern European Philosophy
 Philosophy 262 *Animals and Philosophy*

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 114 *Tree Biology*
 Biology 115 *Natural History and Ecology*
 Biology 118 *Agroecology*
 Biology 130 *Conservation Biology*
 Biology 177 *Ecology of the American West**
 Chemistry 100 *Introduction to Environmental Chemistry and Science*
 Environmental Studies 201 and 301 *Environmental Sciences, all offerings*

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*

* Offered only to students admitted to Semester in the West

Social sciences area coursework: Take a minimum of two of the following courses from different departments;

Economics 100 *Principles of Microeconomics*
 Environment Environmental Studies 200 and 300
Environmental Social Sciences, all offerings
 Environmental Studies 313 *Communism, Socialism, and the Environment*
 History 155 *Animal, Vegetable, and Mineral: Natural Resources in Global Environment History*
 History 205 *East Asian Environmental History*
 History 206 *European Environmental History to 1800*
 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 263 *From Farm to Fork; Slow Food, Fast Food, and European Foodways*
 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 314 *ST: Food, Culture, and Politics*
 Politics 339 *Nature, Culture, Politics*
 Sociology 229 *Environmental Sociology*
 Sociology 325 *Sociology of Disasters*

* Offered only to students admitted to Semester in the West

Interdisciplinary coursework: Take a minimum of one of the following courses. Course substitutions for interdisciplinary coursework must be approved by the Environmental Studies Committee.

Environmental Studies 203 and 303
Interdisciplinary Studies, all offerings
 Environmental Studies 259 *Culture, Environment and Development in the Andes*
 Environmental Studies 305 *Water in the West*

Environmental Studies 306 *Culture, Politics, Ecology*
 Environmental Studies 307 *Beastly Modernity: Animals in the 19th Century*

Environmental Studies 314 *Art and the Anthropocene*

Environmental Studies 322 *The Anthropocene*

Environmental Studies 327 *Biodiversity*

Environmental Studies 329 *Environmental Health*

Environmental Studies 353 *Environmental Justice*

Environmental Studies 362 *The Cultural Politics of Science*

Environmental Studies 408 *SW Western Epiphanies: Integrated Project**

Environmental Studies 459 Interdisciplinary Fieldwork.

** Offered only to students admitted to Semester in the West*

Senior coursework: Take Environmental Studies 479 Environmental Citizenship and Leadership.

Additional senior year requirements vary by major. For majors where a thesis is required, students must complete an interdisciplinary research project with a grade of C-or better. In addition, all environmental studies majors must pass an oral examination within their area or department of concentration. For majors that do not require a senior thesis, or if a student's senior thesis is deemed insufficiently interdisciplinary by the Environmental Studies Committee, an oral examination in Environmental Studies also is required.

Environmental Humanities

Art-Environmental Studies

M Acuff, Art (*on Sabbatical, Fall 2020*)

Nicole Pietrantonio, Art

The Art-Environmental Studies major is designed to serve students whose deep interest in environmental issues dovetails with a developing capacity for creative thinking and production in the visual arts.

Art-Environmental Studies major

- 40 Credits (in addition to the 25 Environmental Studies credits)
- Required Courses
 - Art 130 or Art 160
 - Two beginning level Art courses
 - One intermediate level Art course
 - One advanced level Art course
 - Art/Environmental Studies 314, Art 480 and Art 490, Arth 103 and Arth 352
 - One AHVCS course from the following list: Arth 226, 228, 229, 230, 250, or 355
 - One additional Environmental Humanities foundation course (see humanities area of the environmental studies major requirements). NOTE: Arth 226 or 352 cannot fulfill this requirement and the Art History and Visual Cultures course requirement.
- Other notes
 - Arts/Environmental Studies 314 cannot also fill the interdisciplinary requirement in Environmental Studies
 - No courses can be taken PDF
- Senior Requirements
 - Art 480 and 490
- Senior Assessment will take place within Art 490 and it will be composed of three elements
 - Original body of work for the Senior Thesis Exhibit. This work should clearly reflect an environmental focus and synthesis of ideas gleaned from Art, Environmental Studies, and Art History and Visual Cultures Studies coursework.
 - Written artist statement
 - Oral defense of work before a committee of 3-4 advisors from Arts, Art History and Visual Cultures Studies, and Environmental Studies.
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project

- Must be submitted within the first six weeks of the two-semester period in which student is eligible
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman.
- Cumulative GPA of at least 3.300 on all credits earned at Whitman College
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course
- Pass the senior assessment with distinction
- Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Environmental Humanities

Patrick Frierson, Philosophy

Rebecca Hanrahan, Philosophy

Emily Jones, German Studies and Environmental Humanities

Kathleen Shea, Environmental Humanities/Classics

Donald Snow, Environmental Humanities

Inquiry in environmental humanities is guided by two questions: What is the relation between nature and culture? What should this relation be? These questions have become ever more important in the face of growing environmental problems. The environmental humanities major 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 advisor will review and approve each major's plan for coursework leading to a senior thesis.

In addition to the courses required of all environmental studies majors, the following are required for the environmental humanities major:

- 28 credits (in addition to the 25 Environmental Studies credits)
- Required Courses
 - Two foundation courses from the list below
 - One writing course (Environmental Studies 347 or 360)
 - One critical thinking course from the list below
 - Three elective courses; two at the 300 level or above from the list below
 - Environmental Studies 488 or 498
- Other notes
 - Each course can only fill one of the three major requirements
- Senior Requirements
 - Environmental Studies 488 or 498
 - One hour oral on senior thesis
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.

- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

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/ <i>Landscape and Cityscape in Ancient Rome</i> | Environmental Studies 235 <i>The Pastoral, the Wild, and the Commons</i> |
| Art History and Visual Culture Studies 352 <i>Art/Environment</i> | Environmental Studies 247 <i>The Literature of Nature</i> |
| Classics 200 <i>ST: Ancient Travel and Travelers</i> | Environmental Studies 308 <i>(Re)Thinking Environment</i> |
| Classics 205/ <i>Women and Nature in the Ancient World</i> | Environmental Studies/German 335 <i>Romantic Nature</i> |
| Classics 217/ <i>Classical Foundations of the Nature Writing Tradition</i> | Environmental Studies/German Studies 339 <i>Writing Environmental Disaster</i> |
| English 348 <i>The American Literary Emergence, 1620-1920</i> | Environmental Studies 349 <i>Regional Literatures of Place: The West and the South</i> |
| Environmental Studies 230 <i>The Cultural and Literary Life of Rivers</i> | Environmental Studies 358 <i>Ecocriticism</i> |
| | Geology 338 <i>Pages of Stone: The Literature of Geology</i> |
| | Philosophy 300 <i>Emerson</i> |

Critical thinking requirement: To fulfill the critical thinking requirement take one course from:

| | |
|--|---|
| Classics 226/ <i>Concepts of Nature in Greek and Roman Thought</i> | Philosophy 127 <i>Ethics</i> |
| Environmental Studies 308 <i>(Re) Thinking Environment</i> | Philosophy 208 <i>Ethics and Food: What's for Dinner?</i> |
| Philosophy 107 <i>Critical Reasoning</i> | Philosophy 227/ <i>Concepts of Nature in Modern European Philosophy</i> |
| Philosophy 117 <i>Problems in Philosophy</i> | Philosophy 262 <i>Animals and Philosophy</i> |
| Philosophy 120 <i>Environmental Ethics</i> | |

Electives: Take three elective courses, two of which must be 300 or above, from:

| | |
|---|---|
| Art History and Visual Culture Studies 226/Classics 319/ <i>Landscape and Cityscape in Ancient Rome</i> | Environmental Studies 247 <i>The Literature of Nature</i> |
| Art History and Visual Culture Studies 352 <i>Art/Environment</i> | Environmental Studies 302 <i>ST: The Nature of Henry Thoreau</i> |
| Art History and Visual Culture Studies 248 <i>Ways of Seeing: Japanese Art and Aesthetics</i> | Environmental Studies 335/ <i>Romantic Nature</i> |
| Classics 205/ <i>Women and Nature in the Ancient World</i> | Environmental Studies 339/ <i>Writing Environmental Disaster</i> |
| Classics 217/ <i>Classical Foundations of the Nature Writing Tradition</i> | Environmental Studies 340 <i>Environmental Radicals in Literature</i> |
| Classics 226/ <i>Concepts of Nature in Greek and Roman Thought</i> | Environmental Studies 349 <i>Regional Literatures of Place: The West and the South</i> |
| English 200 VT: <i>Reading the Anthropocene</i> | Environmental Studies 358 <i>Ecocriticism</i> |
| English 339 VT: <i>Romantic Literature: Making Meaning through Poetry</i> | Environmental Studies 360 <i>Environmental Writing and the American West*</i> |
| English 348 <i>The American Literary Emergence, 1620-1920</i> | Environmental Studies 365 <i>Other Earths: Environmental Change and Speculative Fiction</i> |
| Environmental Studies 230 <i>The Cultural and Literary Life of Rivers</i> | Global Literatures 328 <i>Haiku and Nature in Japan</i> |
| Environmental Studies 235 <i>The Pastoral, the Wild, and the Commons</i> | Philosophy 120 <i>Environmental Ethics</i> |
| | Philosophy 262 <i>Animals and Philosophy</i> |
| | Philosophy 300 <i>Emerson</i> |

Environmental Sciences

Susanne Altermann, Biology

Nicholas Bader, Geology (*on Sabbatical, Spring 2021*)

Lyman Persico, Geology and Environmental Studies

Frank Dunnivant, Chemistry

Delbert Hutchison, Biology

Tim Parker, Biology

The natural and physical sciences provide foundational theories for understanding environmental phenomena in the physical world and support environmental studies by gathering and analyzing baseline data to inform policy decisions. Issues ranging from the effects of pollution, optimal land- or water-use practices, protections of biodiversity, and effective energy consumption all benefit from insights provided by the natural and physical sciences. Available majors and required courses appear below.

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

Biology-Environmental Studies:

- 69 total credits (including 30 Biology, 14 Supporting Sciences, 25 Environmental Studies credits)
- Required Courses
 - Biology 111, 112, 205, 3 credits of 490 or 498, and 499
 - Three credits in molecular/cell biology
 - Four credits in organismal biology
 - Eight credits in ecology/evolution
- Required supporting science classes
 - Chemistry 125, 126, 135, 136 or 140, and 245
 - Mathematics 125 or a course in statistics (Mathematics 128 or 247, Economics 227, Psychology 210, or Sociology 208)
- Other notes
 - Courses in physics are recommended
- Senior Requirements
 - Biology 490 or 498 (thesis or honors thesis, 3 credits), and 499
 - One hour oral exam
 - Biology Major Field Test (MFT)
 - Score 70th percentile above
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis prepared for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis
 - Pass the senior assessment(both written and oral) with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Chemistry-Environmental Studies:

- 64-69 credits
 - 25 credits from Environmental Studies
 - 25 to 30 credits in Chemistry
 - 14 credits from Mathematics and Statistics and Physics
- Required Courses
 - Chemistry 125, 126, 135, 136, or 140; 245, 246, 251, 252, and 310

- Two courses from Chemistry 320, 346, 388
- One credit of either Chemistry 401 or 402 (taken no later than the second to the last semester)
- One credit of Chemistry 490 or 498
- Mathematics 125, 126
- Physics 145 or 155, and Physics 146 or 156; or one year of college-level physics with lab for science majors taken elsewhere
- Senior Requirements
 - One-hour oral examination
 - Comprehensive written examination
 - A final written thesis and a public presentation of thesis work
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Geology-Environmental Studies:

- 26 credits of geology, 39-41 credits total (not counting 25 Environmental Studies credit requirements)
- Required geology courses:
 - Geology 125 and 126 (or Geology 110 and 111, or 120 and 121)
 - Geology 227, 270, 350, 358, 420, and 470
 - Geology 405 or 301
 - Chemistry 125, 135
 - Mathematics 125
 - One 3 or 4 credit course numbered above 125 from Chemistry, Computer Science, Mathematics and Statistics, or Physics
 - Either one additional course from Chemistry, Computer Science, Mathematics and Statistics, or Physics; or Biology 115, 130, or 177
- Recommended courses
 - Geology 480
 - Courses in meteorology, physics, calculus, statistics, biology, and chemistry
- Senior requirements
 - Geology 470
 - Senior assessment:
 - Four-hour geology written exam;
 - Geology oral exam, which may be conducted in the field
 - Environmental studies orals may be required for students who do not complete an interdisciplinary thesis
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project

- Must be submitted within the first six weeks of the two-semester period in which student is eligible
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman.
- Cumulative GPA of at least 3.300 on all credits earned at Whitman College
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction
- The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
- The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Physics-Environmental Studies:

- 55-56 credits includes (25 Environmental Studies credits and 23-24 Physics and 7 in Mathematics)
- Required Courses
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, and 267
 - Two courses from Physics 325, 339, 347, 357, 385
 - One physics course 300-480 or BBMB 324 and 334
 - Mathematics 225 and 244
- Other notes
 - If students place out of Physics 155, they must take Physics 347
 - Physics 347 may not be used to satisfy multiple requirements
- Senior Requirements
 - Written exam in Physics
 - Oral exam in Physics
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Environmental Social Sciences

Jakobina Arch, History

Eunice L. Blavascunas, Anthropology and Environmental Studies

Aaron Bobrow-Strain, Politics

Philip D. Brick, Politics

Alissa Cordner, Sociology

Rosie Mueller, Economics (*on Sabbatical, Spring 2021*)

Nina Lerman, History

Jason Pribilsky, Anthropology

Stanley J. Thayne, 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.

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

Anthropology-Environmental Studies

How does culture mediate relationships with land, water, soils, climate, plants, and animals? And how have these more-than-human beings had reciprocal relationships with humans? Using a range of methodologies, including ethnography, Anthropology-Environmental Studies majors will learn to build from different ways of knowing to examine the multi-faceted character of the environment and environmentalism at a time widely heralded as the Anthropocene. With humans at the center of this proposed geologic epoch the Anthropology-Environmental Studies major requires students to develop a working grasp of fundamental natural and scientific concepts central to environmental studies, while also understanding how scientific knowledge is always embedded in specific cultural features and historical contexts. An anthropological approach stresses that, while environmental processes and phenomena have material existence, they work within diverse cultural frames of meaning. As an environmental anthropologist you will be able to recognize the commonalities, coalitions and alliances that cut across cultures, as well as recognizing the political and economic agendas that guide and inform globalized environmental movements.

- Total 55 credits (30 Credits in addition to 25 Environmental Studies credits)
- Required Courses
 - Anthropology 101, 201, 490, and 492 or 498
 - 2 Core Anthropology courses from the list below
 - 2 elective courses from the list below
- Other notes
 - No more than eight credits in off-campus programs and transfer credits
 - No PDF courses
- Senior Requirements
 - Anthropology 490 and 492 or 498
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Core Anthropology Courses: Two courses, eight credits, from the department's offerings in Environmental Anthropology from:

Anthropology 300 *Malignant Cultures: Anthropologies of Cancer*

Anthropology 306 *Culture, Politics, Ecology*

Anthropology 313 *Communism, Socialism and the Environment*

Anthropology 328 *Medical Anthropology*

Anthropology 360 *The Cultural Politics of Science*

Electives: Take elective courses, eight credits:

Anthropology 217 *Language and Culture*

Anthropology 257 *Chinese Society and Culture*

Anthropology 258 *Peoples of the Tibeto-Burman Highlands*

Anthropology 259 *Culture, Environment, and Development in the Andes*

Anthropology 349 *Urban Life: Readings in the Anthropology of Cities*

Anthropology 358 *Social Bodies, Diverse Identities: the Anthropology of Sex and Gender*

Economics-Environmental Studies

The Economics- Environmental Studies major allows you to explore, examine and analyze the most significant environmental issues of our times — global climate change, toxic waste, and habitat loss — through a perspective that emerges from within the field of economics as you join humanity’s efforts to find innovative, practical, and lasting solutions to environmental degradation.

- 52 total credits 27 Credits in addition to 25 Environmental Studies credits
- Required Courses
 - Economics 100 or 101, 102, 227 (or Mathematics 128 or 247), Economics 307, 308, and 477
 - One additional course in economics
 - One relevant Environmental Social Science Course (not in Economics) from the list above in the Environmental Studies social science foundation courses
- Other notes
 - Mathematics 125 is a prerequisite to 307 & 308
 - A minimum requirement of C is required in Economics 307 and 308.
 - No courses taken PDF (including Economics 493 and 494) may count toward major requirements
- Senior Requirements
 - Major Field Test (MFT)
 - Oral exam in economics
 - Those not writing a suitably interdisciplinary honors thesis, are required to complete an oral exam in environmental studies.
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar’s Office of students pursuing Honors by the specified deadline
 - The department submit “Senior Assessment/Major Study Certificate” to the Registrar’s Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day
 - For details
 - <https://www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors>

History-Environmental Studies major:

Environmental history studies the interactions between humans and the natural world in the past. Understanding environmental influences on human society and vice versa means using historical evidence from scientists that go beyond the written record (studies of ice cores, tree rings, animal behavior, chemical processes, etc.) This highly interdisciplinary field also draws on artistic and literary sources to delve into nature’s cultural impact on human

societies and illustrate changing attitudes towards the natural world both before and after the concepts of environmentalism and the anthropocene emerged. As an environmental historian, you will be able to better grasp the human condition as embedded in the broader environment through the ages. This leads to a deeper sense of the possibilities and limitations of humanity, how we have shaped our world and how the world has shaped us, from antiquity to our contemporary situation of environmental crisis.

- 57 total credits (32 credits in History in addition to 25 credits in Environmental Studies)
- Required Courses
 - History 299, 399, 401 and 402
 - 12 credits in Environmental History from the list below:
 - one of which must be History 231 or 232
 - 8 credits of non-Environmental History electives
- Other notes
 - Only two courses may be taken at the 100 level
 - Courses can be applied to multiple requirements
- Senior Requirements
 - History 401 and 402
 - Senior assessments in History
 - Substantive integrative essay (bringing together coursework across ES) or a substantive research essay (conducting further research on an environmental history topic including environmental humanities and environmental science aspects)
 - Oral exam based on this essay, touching on all three distribution areas within Environmental Studies
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Candidates will enroll in History 498 for three credits and Environmental Studies 498 for one credit
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

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 155 Animal, Vegetable, Mineral*, *History 205 East Asian Environmental History*, *History 206 European Environmental History*, *History 262 People, Nature, Technology*, *History 263 Farm to Fork*, *History 307 Beastly Modernity*, and *History 355 Pacific Whaling History*.

Politics-Environmental Studies

Politics-Environmental Studies students critically engage with the complex nature of power in the world that we live especially as it relates to environmental institutions, ideas, and values. Students also explore how power plays a role in the ability of a society to make the essential decisions that affect our lives and the environment in ways both large and small.

- 57 total credits including 32 credits in Politics plus 25 in Environmental Studies.
- Required Courses

- One introductory course from Politics 119, 124, 228, or 287
- One political economy course: Economics 100 or Politics 363
- One global politics course from the list below
- 12 elective credits
 - eight credits at 300-400 level
- Politics 490, 497 or 498
- Environmental Studies 488 or 498
- Other notes
 - No more than eight credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses
 - Only four toward 300-400 level credits
 - No PDF courses
- Senior Requirements
 - Politics 490, 497 or 498, and Environmental Studies 488 or 498
 - C- or above on thesis
 - One hour oral thesis defense
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Global Politics Courses: One course from the department's offerings in Global Politics from:

ISDC 140 ST: *Introduction to Global Politics*; Politics 147 *International Politics*; Politics 203 ST: *Race and International Politics*; Politics 232 *The Politics of Globalization*; Politics 331 *Politics of International Hierarchy*

Sociology-Environmental Studies

Sociology-Environmental Studies majors analyze the social dimensions of natural and built environments. More specifically, students explores questions such as how do people's experiences of and knowledge about environmental issues differ by race, class, gender and nationality? How do those differences shape perspectives on environmental problems and ecological damage such as species decline, toxic contamination, air and water pollution, especially now that the rate of damage is increasing? The critical study of social factors that influence environmental issues such as population growth, globalization, climate change, environmental health and environmental justice, leads to a greater understanding of society's efforts to address such problems.

- 59 total credits including 34 credits in sociology plus 25 Environmental Studies credits
- Required Courses
 - Sociology 117, 207, 229, 251, 490, 492 or 498
 - Environmental Studies 488 or 498
 - One course from Sociology 325, 329 or 353
 - One additional four-credit course in sociology
 - One relevant Environmental Social Science Course (not in Sociology) from the list above in the Environmental Studies social science foundation courses

- Senior Requirements
 - Sociology 492 or 498 and Environmental Studies 488 or 498
 - pass a senior assessment
 - oral comprehensive examination
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

120 Introduction to Environmental Studies

Fall, Spring Fall: Thayne; Spring: Parker, Persico, Thayne 4 credits

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 credits

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 credits

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

202 Special Topics: Introductory Environmental Humanities

3-4 credits

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

203 Special Topics: Interdisciplinary Studies

3-4 credits

An introductory course designed to investigate environmentally significant topics from an interdisciplinary perspective. Any current offerings follow.

205 Women and Nature in the Ancient World**Fall****Shea****4 credits**

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 205. May be taken for credit toward the Gender Studies major. Formally Environmental Studies 309-may not be taken if previously completed 309.

207 Methods of Environmental Analysis**Fall, Spring****A. Molitor****3 credits**

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**Spring****Shea****4 credits**

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**Fall, Spring****A. Molitor****1-2 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 elected as Philosophy 227.

230 The Cultural and Literary Life of Rivers**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Fall****Snow****4 credits**

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**Not offered 2020-21****4 credits**

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 201, 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 credits**

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 Regional Studies:

Spring

Persico

1 credit

This semester, Regional Studies will explore the geologic history and current environmental issues in the greater Yellowstone ecosystem. This interdisciplinary course will cover themes in the Earth sciences, ecology, political ecology, and environmental history. Yellowstone's unique and remarkable natural history will allow us to explore topics including super volcanoes, glaciation, climate change, and ecosystem dynamics. Additionally, the course will cover trophic cascade effects on ecosystems and landscapes associated with the eradication and reintroduction of wolves. Includes a 9-day field trip and camping beginning the day after graduation. The course is contingent upon the ability to travel safely during the Covid-19 pandemic. *Corequisite:* Geology 258.

300 Special Topics: Environmental Social Sciences

3-4 credits

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 credits

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

302 Special Topics: Environmental Humanities

3-4 credits

An upper level course designed to investigate environmentally significant topics in the humanities. Any current offerings follow.

302 ST: The Nature of Henry Thoreau

Spring

Snow

4 credits

Through close readings of *Walden* and other texts, this course will examine relationships among five of Thoreau's principal interests: wild nature, abolition, Native Americans, human liberty, and the emerging commercial economy. Students will read and discuss Thoreau's chapters alongside several of his essays, entries from his journal of 1851, and historical and biographical texts which will help contextualize Thoreau's thinking. We will focus attention on his seminal role in the American environmental and civil rights movements and how his leading ideas grew from a primary vision of what Thoreau called "Nature." Distribution area: humanities.

303 Special Topics: Interdisciplinary Studies

3-4 credits

An upper level course designed to investigate environmentally significant topics from an interdisciplinary perspective. Any current offerings follow.

303 ST: Food, Culture, and Politics

Fall

Bobrow-Strain

4 credits

Eating is a relational act linking people and environments in complex webs of power. Across time and geography, food has united and divided, underpinned political systems, provided the material and symbolic basis for conceptions of society, and played key roles in forging gender, race, class, and status. This interdisciplinary class draws on texts from history, anthropology, political theory, literature, art, religion, and political economy to explore the cultural politics of food, diet, and eating. It focuses primarily on the development and dynamics of capitalist global food systems from the 18th Century to the present. May be taken for credit as Politics 314. Distribution area: social science.

305 Water in the West**Not offered 2020-21****4 credits**

A central narrative to the history of western North America is the pursuit of water. The climate is dry and droughts are common, yet some of the most productive agricultural lands in world reside here. Many of the defining features of the West: snowy mountains, raging rivers, large multiuse reservoirs, livestock grazing, potatoes, avocados, fine wine, and growing metropolises depend upon a continual supply of fresh water and cheap power. Technological innovations in the 20th century have brought more and more water to the people, which have allowed large population increases and expansion into formerly inhospitable terrain. Recent extreme droughts, however, are forcing a reevaluation of the western growth model, which is rooted in the 19th century concept of Manifest Destiny. Furthermore, the prospect of perpetual drought, driven by global climatic change, further questions capability of the West to sustain permanent growth. This course will cover the West's tangled history with water, climate, landscapes, and people. We will use a diverse suite of case studies to highlight western water issues including water resource management, power generation, water law, water economics, and climate change. Ultimately, this course will foster the exploration of human-landscape interactions and contemplate strategies for a sustainable path forward. *Prerequisite:* Environmental Studies 120.

306 Culture, Politics, Ecology**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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. However, 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**Spring****Jones****4 credits**

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: at least one course in Environmental humanities or consent of instructor.

313 Communism, Socialism, and the Environment**Spring****Blavascunas****4 credits**

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 sciences course requirement in environmental studies.

314 Art and the Anthropocene

Spring

Pietrantonio

3 credits

This course takes as its subject the tangled web of relations--aesthetic, ecologic, and political--at the center of the concept of the Anthropocene. An idea first pronounced by geologists but now embraced more broadly, the Anthropocene articulates the ways in which human activity (economic, material and behavioral), has achieved planetary scale and effect, resulting in changes to the earth and its climate. This course examines the methods, practices and discourses employed by artists to address this broad theme, and within it the following subjects: how climate change takes shape visually; how landscapes are culturally produced and ideologically situated; how representation of the natural world is situated vis-a-vis power relations. This is an advanced, studio art, practice-based seminar; all projects will be realized in various visual media, aligned with faculty areas of specialization and interest. This course is, at its heart, an interdisciplinary inquiry, using scientific understanding and cultural criticism to fuel artistic production. May be elected as Art 314, but must be elected as Environmental Studies 314 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisite:* Environmental Studies 120 and one 100-level Art course; or consent of instructor. *Fee:* \$150.

319 Landscape and Cityscape in Ancient Rome

Not offered 2020-21

4 credits

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this intensive 4-week course in Italy, we will study the ancient city of Rome and its supporting landscape, both through the lens of ancient literary accounts and directly through field trips to major archeological sites and museums. 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. Students will also actively participate in archeological excavation at a Roman coastal settlement. May be elected as Art History 226 or Classics 319. *Prerequisite:*

322 The Anthropocene

Not offered 2020-21

4 credits

This course is a discussion seminar on the implications of climate change for human societies, natural communities, and hybrid human/natures in the Anthropocene, the age of man. Discussions will focus on controversies surrounding the relatively new concept of the Anthropocene itself and how this concept unsettles understandings of nature, wildness, sustainability, democracy, citizenship, global capitalism, environmental justice, and environmental governance. Our approach will be interdisciplinary, drawing on readings in climate politics, sociology, anthropology, philosophy and critical climate studies. Although our focus will be on theoretical and conceptual debates, we will also explore proposed climate mitigation and adaptation strategies such as low carbon social and economic systems, geo-engineering, carbon sequestration, and landscape-scale conservation efforts. A field trip and a longer research paper may be required. May be elected as Politics 322, but must be elected as Environmental Studies 322 to satisfy the interdisciplinary course requirement in environmental studies.

327 Biodiversity

Spring

Parker

4 credits

Biodiversity conservation has been a pillar of the American environmental movement for decades. This course will critically evaluate the biodiversity conservation movement through examination of scientific and ethical debates as well as debates about conservation practices. The scientific debates start with the very definition of the term 'biodiversity' and extend through the measurement of biodiversity, the ecological factors that drive differences in biodiversity around the

world, and whether we are actually entering the “sixth mass extinction” in the history of Earth. The ethical debates involve the value of biodiversity and our obligations for its conservation in the context of competing ethical obligations. Our debates about conservation practices will focus especially on the problems created when conservation policy promotes the interests of wealthy conservationists at the expense of impoverished and disenfranchised peoples living in biodiverse regions. We will explore these debates and conflicts as well as innovative ideas to understand biodiversity and promote ethical and effective conservation through reading and discussion of texts from science, philosophy, and social science. This is a discussion-based course in which students prepare for most class meetings with readings from the academic literature. *Prerequisites:* Environmental Studies 120 and 207.

329 Environmental Health

Fall

Cordner

4 credits

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

Fall

Jones

4 credits

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? Course taught in English. May be elected as German Studies 335 for students with advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

339 Writing Environmental Disasters

Not offered 2020-21

4 credits

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. Course taught in English. May be elected as German Studies 339 for students with advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

340 Environmental Radicals in Literature

Fall

Snow

4 credits

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

Spring

Snow

4 credits

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

Fall

Snow

4 credits

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

Not offered 2020-21

4 credits

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:* at least two credits of prior work in sociology or consent of instructor.

358 Ecocriticism

Not offered 2020-21

4 credits

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

Fall

Brick

4 credits

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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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 credits

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.

390 Independent Study

Fall, Spring

Staff

1-4 credits

A series of readings or a program of individual research of approved environmental topics. *Prerequisite:* consent of instructor.

408 SW Western Epiphanies: Integrated Project

Fall

Brick

4 credits

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 credits**

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**Fall, Spring****Fall: Persico; Spring: Brick****2 credits**

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**Fall, Spring****Staff****1-3 credits**

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 advisors.

498 Honors Project**Fall, Spring****Staff****1-3 credits**

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 250 <i>Late Cenozoic Geology and Climate Change</i> |
| Biology 118 <i>Agroecology</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 262 <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> |
| | Politics 339 <i>Nature, Culture, Politics</i> |
| | Religion 227 <i>Christian Ethics</i> |

Sociology 229 *Environmental Sociology*

Sociology 353 *Environmental Justice*

Film and Media Studies

Director: Robert Sickels
Tarik Elseewi
Kathryn Frank

Rachel George, Anthropology (*on Sabbatical, Fall 2020*)

Donghui He, Chinese
Michel Jenkins, Philosophy

Justin Lincoln, Art

Paul Luongo, Music

Suzanne Morrissey, Anthropology
(*on Sabbatical, 2020-2021*)

Christopher Petit, Theater (*on Sabbatical, Fall 2020*)

Matthew Reynolds, Art History and
Visual Culture Studies

Doug Scarborough, Music

Özge Serin, Politics

Yukiko Shigeto, Japanese

Michael Simon, Music

Lisa Uddin, Art History and Visual
Culture Studies

Kevin Walker, Theater

Affiliated Faculty:

Sharon Alker, English, *Chair, Division II*

Janis Be, Hispanic Studies

Charly Bloomquist, Art

Jessica Cerullo, Theater

Keith Farrington, Sociology

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.

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.

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

Total credit requirements for a Film and Media Studies major: 34

The Film and Media Studies major:

- 34 Credits
- Required Courses
 - Two of the following four courses: FMS 105, 120, 160, and 170
 - FMS 387 and 490
- Other notes
 - No courses taken PDF
 - The remaining elective credits may be completed from the list of courses below.
 - Students may substitute up to 8 elective credits with program-approved FMS transfer credits.
- Senior Requirements
 - FMS 490
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project

- Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Film and Media Studies minor:

- 20 Credits
- Required Courses
 - One of the following 105, 120, 160, or 170
- Other notes
 - No courses taken PDF.
 - The remaining elective credits may be completed from the list of courses below.
 - Students may substitute up to 4 elective credits with program-approved FMS transfer credits.

The following courses are available for the major or minor:

| | |
|---|---|
| Anthropology 312 <i>Ethnographic Film Studies</i> | Global Literatures 338 <i>Undoing the Japanese National Narrative through Literature and Film</i> |
| Anthropology 325 <i>The Anthropology of New/Digital Media</i> | Global Literatures 407 <i>Visual Narrations: The Art and Architecture of the Graphic Novel</i> |
| Art 103 <i>Foundations: Art and Public Engagement</i> | Hispanic Studies 144 <i>Contemporary Latin American Cinema: An Introduction</i> |
| Art 104 <i>Foundations: Digital Processes and Production</i> | Hispanic Studies 451/ Global Literature 351 <i>Maid in Latin America: The Image of Domestic Worker in Contemporary Cinema</i> |
| Art 109 <i>Foundations: Optical Imaging</i> | Music 129 <i>Deconstructing Popular Music</i> |
| Art 114 <i>Foundations: Maker Spaces and Culture</i> | Music 140 <i>Meet the Beatles</i> |
| Art 123 <i>Beginning Photography</i> | Music 271 <i>Introduction to Music Technology</i> |
| Art 125 <i>Beginning Digital Printing</i> | Music 342 <i>Classical Music in Film</i> |
| Art 180 <i>Beginning New Media</i> | Music 371 <i>Intermediate Music Technology</i> |
| Art 223 <i>Intermediate Photography</i> | Philosophy 125 <i>Philosophy in Science Fiction</i> |
| Art 225 <i>Intermediate Digital Printing</i> | Religion 170 <i>The End Times: Representations of the Apocalypse</i> |
| Art 280 <i>Intermediate New Media</i> | Religion 307 <i>Mediating Religions</i> |
| Art 323 <i>Advanced Photography</i> | Rhetoric, Writing and Public Discourse 260: <i>Rhetoric and Sensation in Civic Life</i> |
| Art 325 <i>Advanced Digital Printing</i> | Rhetoric, Writing and Public Discourse 350 <i>Political Campaign Communication</i> |
| Art 380 <i>Advanced New Media</i> | Sociology 290 <i>Sociology and History of Rock n' Roll</i> |
| Art History and Visual Culture Studies 230 <i>The Social Life of Photography</i> | Theater and Dance 125 <i>Beginning Acting I</i> |
| Art History and Visual Culture Studies 235/Race and Ethnicities Studies 235 <i>Forms and Feels: Race and Visual Culture</i> | Theater and Dance 126 <i>Beginning Acting II</i> |
| Art History and Visual Culture Studies 237/Theater 357 <i>Theory and Performance</i> | Theater and Dance 211 <i>Stage Electrics</i> |
| Art History and Visual Culture Studies 253 <i>Transnational Interplanetary Film & Video Consciousness</i> | |

Art History and Visual Culture Studies 351 *Los Angeles: Art, Architecture, Cultural Geography*
 French 256 *ST: Senegalese Cinema*
 French 265 *French Comics*
 French 409/Global Literatures 309 *French National Cinemas*
 German Studies 354 *German Cinema Culture*
 Global Literatures 301 *Chinese Literature and Film Adaptation*
 Global Literatures 325 *Imagining Community through Contemporary Japanese Fiction and Film*

Theater and Dance 225 *Acting: Styles*
 Theater and Dance 281 *ST: Decoding the Dress: Costume and Fashion History in Modern Film*
 Theater and Dance 320 *Directing for the Theater*
 Theater and Dance 340 *VT: Advanced Tech Production: Scenery Magic*
 Theater and Dance 357/*Art History and Visual Culture Studies 237 Theater and Performance*
 Theater and Dance 381 *ST: Performative Storytelling*
 Theater and Dance 466 *Director in the Theater II*

105 Introduction to Comics Studies

Fall

Frank

4 credits

This course provides an introduction to comic books in the United States. We will examine various approaches to reading and understanding comics and graphic narratives, the relationship between comics and other forms of media, and the influence of comics in American culture more broadly. Topics include the history of comics, controversies and concerns about the cultural influence of comics, the comics industry and how comics are published and distributed, representation in comics, and the impacts of digital production and distribution on comics. This class will combine lectures, discussion, presentations, and writing assignments. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor.

120 Introduction to Digital Media

Spring

Frank

4 credits

In an era where the majority of media are produced, distributed, and accessed digitally, how can we understand the influence of digitization on our media landscape? Are digital media “new?” Has digitization fundamentally changed approaches to making or consuming media? How has the Internet affected the cultural role of media? This course introduces historical and theoretical approaches to understanding digital media and digitization. Topics include the history of digital technologies, the impact of digitization on media production in various industries, digital distribution and exhibition of media, and how the rise of the Internet and other digital technologies play a role in our current media landscape. This class will combine lectures, discussion, presentations, and writing assignments. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor.

150-155 Special Topics in Film and Media Studies

1-4 credits

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

Fall

Sickels

4 credits

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

Spring

Elsewi

4 credits

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.

210 “Our Deepest Darkest: Horror Films & Popular Culture”**Not offered 2020-21****4 credits**

Horror film (like literature before it) is often dismissed as base. Its visceral representation of violence in general and sexual, gendered violence in particular earns the horror film a great deal of (often justified) social criticism. From the academy to the public sphere, horror films are often used as pressing examples of the worst elements in society, from sexism to deranged solipsism. And yet, for all of its supposed wrongs, horror remains among the most profitable genres of film. Perhaps this is because, as in a dream, the horror monster represents both the self and the other. What can we learn about society from horror? Are there utopian undercurrents to horror’s dystopian surface? What is the continuing function of frightening stories in human society? What can we learn about cultural anxieties such as capitalism, war, death, and disease from watching as they play out before our eyes and ears? This class will explore horror films in space and time looking at historical examples (such as *Nosferatu* (Germany 1922); *Frankenstein* (USA 1931); *Psycho* (USA 1961); *Rosemary’s Baby* (USA 1968) and geographically and culturally diverse examples as *Ringu* (Japan 1998) and *Djinn* (UAE, 2013). In this class we will be looking at the cultural articulations of horror by analyzing the formal aspects of horror film (including narrative, visual and aural elements) and the psychological and ideological ramifications through the lens of psychoanalytic theory, feminist theory, and cultural studies. Is there such a thing as a feminist horror film? Does the Persian language, American produced film *A Girl Walks Home Alone at Night* (2014) help us to understand the intersections between horror and empowerment? This class will require a screening and will require students to purchase/rent films in addition to text books.

220 Identity, Gender, & Media**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 credits**

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.

250 ST: Take Me Away: Immersive Video**Fall****Schultz****4 credits**

Games, movies, television, and music can transport us to different worlds. How do they do this? Why would we want them to do so? And are they actually harmful? This course considers the trope of immersion from a variety of perspectives: discourses of immersion in games, music, TV, and film; worries that immersion could lead to

delusion or complacency; psychological studies of "presence"; and alternative theoretical formulations. Lectures, readings, discussions, papers. Distribution area: humanities.

260 Introduction to Filmmaking

Not offered 2020-21

4 credits

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.

265 Understanding Media Industries

Not offered 2020-21

4 credits

Have you ever watched a film or TV show and wondered, "How did this get made?" or "Who is this for?" Media industries produce and circulate important cultural products that influence how we understand the world around us. This course critically examines the history, organization, everyday practices, and cultural influence of media industries. Topics include media industry ownership, regulation of media, how media industries make (or don't make) money, creative practices and professions within media industries, distribution of media, and the impacts of digitization and globalization on media industries. This class will combine lectures, discussion, presentations, and writing assignments.

270 Transmedia Cultures

Fall

Frank

4 credits

According to Henry Jenkins, media industries are increasingly trying to engage viewers by spreading narratives across a variety of media. He explains that this "transmedia" storytelling "represents the integration of entertainment experiences across a range of media platforms. A story like *Heroes* or *Lost* might spread from television into comics, the web, alternate reality or video games, toys, and other commodities [...]." This course examines how transmedia franchises and narratives are produced, distributed, and consumed. We will explore issues related to transmedia culture, including how media franchises are developed and sustained, audience perceptions of transmedia narratives, forms of transmedia participation by fans, and the influence of transmedia narratives and media franchises on other forms of media. This class will combine lectures, discussion, presentations, and writing assignments.

300 No Point to Any of This: Gen X Film

Not offered 2020-21

4 credits

Generation X encompasses those who were born in the period stretching from approximately 1965 to 1980. The idea of a shared generational experience makes for an easy conversational shorthand, but it belies the complexity of the disparate realities of those who share a common birth era and in many instances not much else. What defines this supposedly cynical and disaffected generation? And, more importantly, who is doing (or gets to do) the defining? Demographers? Historians? Sociologists? Cultural producers? Those who are ostensibly a part of it? And why does it matter? Through intensive study of the ways this generation is depicted and contested in film and culture, we will grapple with these questions and others through various lenses including: representation, industrial concerns, auteurism, politics, gender, class, aesthetics, and genre. The class combines lectures, discussion, presentations, and writing assignments. Required weekly screenings.

305 Global Comics

Not offered 2020-21

4 credits

While American superhero movies may currently dominate the global box office, the U.S. is not the only country where comic books are an influential medium. There are long histories of comics publishing and established comics industries in a number of countries throughout Asia, Latin America, Africa, and Europe; online and digital comics are produced and consumed all over the globe. This course examines the cultural impact of comic books and graphic narratives from Japan, France, Nigeria, Mexico and various other countries and global contexts. Topics include the histories of comics in various countries, how different global comics industries operate, the circulation of comics and comics culture between countries, and representation in comics in different cultural contexts. This class will combine lectures, discussion, presentations, and writing assignments. *Prerequisite:* Film and Media Studies 105 or consent of instructor.

307 Mediating Religions**Not offered 2020-21****4 credits**

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 South Asian and Middle Eastern Studies major.

310 YouTube, Netflix and Facebook: Television after TV**Not offered 2020-21****4 credits**

Television, which started out life encased in wood and set in the center of our homes, has leapt out of its box. Those interested in analyzing the various roles that television plays in constructing our social, political and economic realities now find themselves chasing their object of study as it leaps across platforms, national borders and generic borders. If, in the past, television was primarily worthy of study because of its centrality in American social life, if television was the very space where the imperfect American public sphere lived, how do we begin to trace our shared culture when we no longer share television? If the primary strength of what we used to call television was to gather the largest numbers of citizens/consumers using the lowest common denominator of narratives, what are we to make of a situation in which citizen/consumers are increasingly segmented off into smaller and smaller target groups? How was ‘narrowcasting’ transformed what ‘broadcasting’ used to at least appear to hold together? This class will center around the question: what to make of television now that television as we knew it is largely gone. This class will use the theoretical backbones of public sphere theory, network theory and imagined communities to analyze how information is produced, distributed and consumed in a post-tv era. How has the shift from networks to cable and then to the Internet impacted both the industry and its consumers? How have the economics changed? How have politics changed in an age where people can ‘talk back’ to television through their own visual productions on Facebook or YouTube? Is there a relationship between the splintering of audiences, or narrowcasting, and the increasingly fractious political atmosphere in the world? What promises of progress or regress do the new regimes of media production and distribution set the stage for? How have new modes of producing and distributing entertainment and news had an impact on productions of the self? Or on privacy? How, in the contemporary era of mass self-communication, has the relationship between individual and society been transformed? *Prerequisite:* Film and Media Studies 170.

315 Bad Objects: Popular Culture and Questions of Taste**Spring****Frank****4 credits**

Increasingly, forms of popular culture that once were regarded as niche or unsophisticated have become mainstream or even cool. Comic books, science fiction, video games, and other supposedly “geeky” interests generate billions of dollars; popular culture conventions host academic conferences and college and universities offer courses and promote research on everything from superheroes to horror movies to online role-playing games. However, there are still a variety of popular culture genres or objects that are seen as lowbrow, in poor taste, or as “guilty pleasures.” What are the implications of judging popular culture based on perceptions of taste or quality? This course examines popular culture “bad objects,” including how and why certain texts or genres become perceived as “bad,” the production of “bad” popular culture texts, fans and fandom of “bad objects,” and the relationship of “bad objects” to larger questions of race, class, gender/sexuality, and social status. This class will combine lectures, discussion, presentations, and writing assignments.

320 The Magnificent Andersons: The Cinema of Wes and P.T. Anderson**Not offered 2020-21****4 credits**

Writer/directors Wes and P.T. Anderson both released their first feature films in 1996. Since that time, they’ve continued to make deeply personal, highly influential films. They are both meticulous craftspeople, instantly stylistically recognizable, not particularly prolific, and in many ways working increasingly on the margins of mainstream cinema. How,

or is, their work reflective of its time? What does it have to tell us about the contemporary moments in which it has been made? How has it evolved over time to reflect broader cultural changes? Or has it? Why does one Anderson's work appeal to an international audience while comparatively the other's does not? Why has their work, which itself has been heavily influenced by earlier filmmakers, been so influential on their contemporaries (Greta Gerwig, Sofia Coppola, Noah Baumbach, etc.)? In this class we will grapple with these questions and others through various lenses including: aesthetics, industrial concerns, auteurism, politics, gender, class, representation, and genre. The class combines lectures, discussion, presentations, and writing assignments. Required weekly screenings.

330 Media, Politics, & Power

Not offered 2020-21

4 credits

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 or minor or Rhetoric, Writing and Public Discourse major or minor.

340 Globalization, Culture, & Media

Not offered 2020-21

4 credits

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

Spring

Elseewi

4 credits

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 South Asian and Middle Eastern Studies major or Race and Ethnic Studies major.

350 Latinxs in U.S. Media

Fall

Frank

4 credits

This course explores the representation and participation of Latinxs in American media. We will discuss how racial and ethnic group designations such as "Latino" or "Latinx" are formed and understood in U.S. media contexts, how Latinxs have historically been represented in U.S. media, and contemporary representations of Latinxs across a variety of media including film, television, music, comics, and online media. We will also examine the production and distribution of media texts created by and aimed at U.S. Latinxs. This class will combine lectures, discussion, presentations, and writing assignments.

360 Advanced Filmmaking**Spring****Sickels****4 credits**

In this intensive workshop course, students will produce documentary films.. Extensive lab time required. May be repeated for credit as space allows. *Prerequisites:* 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 credits**

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**Spring****Sickels****4 credits**

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**Not offered 2020-21****4 credits**

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**Fall****Elseewi****4 credits**

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**Fall, Spring****Elseewi, Frank, Sickels****1-4 credits**

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.

490 Senior Seminar**Not offered 2020-21****4 credits**

In this capstone course, students will explore contemporary issues in FMS through a variety of theoretical lenses, which will culminate in the writing of an article length seminar paper and an accompanying oral presentation. Required of, and open only to, senior Film and Media Studies majors.

498 Honors Thesis**Spring****Staff****4 credits**

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.

French and Francophone Studies

Sarah Hurlburt

Jack Iverson (*on Sabbatical, 2020-2021*)

Nicole Simek

Zahi Zalloua

Courses in French and Francophone Studies 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 Global Literatures. These courses, taught in English, are open to both students of French and students with no knowledge of French language.

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 adequate 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.

Placement in language courses: Students with previous 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 or cultural pluralism distribution areas, with the following exceptions:

- Fine Art or Humanities or Cultural Pluralism: 260
- No distribution: 491, 492

Total credits requirements for a French and Francophone Studies major: 36

The French and Francophone Studies major:

- 36-44 Credits (depending on prior experience)
- Required Courses
 - One Introductory Studies course: French 320-329 or equivalent
 - At least 8 credits at 400-level
- Other notes
 - All credits must be at 200-400 level,
 - May include a maximum of 12 credits at the 300-level or higher from approved study abroad or other colleges or universities
 - Students may count as many as 8 credits from another department toward the French and Francophone Studies major, subject to approval by the French and Francophone Studies faculty
 - Students who start in French and Francophone Studies 100 will complete a minimum of 44 credits total
 - No courses may be taken PDF after declaration of the major
 - No AP, IB or independent study credits may be applied toward the major
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The French and Francophone Studies minor:

- 20-28 Credits (depending on prior experience)
- Required Courses
 - One Introductory Studies course, French 320-329 or equivalent
 - At least one 400-level course
- Other notes
 - All credits must be numbered 200 or higher
 - At least 12 credits must be completed on campus at Whitman
 - Courses taught in English may not be applied toward the minor
 - Students who start in French and Francophone Studies 100 will complete a minimum of 28 credits total
 - No courses may be taken PDF after declaration
 - No AP, IB or independent study credits may be applied toward the minor

100 French I**Fall****Rother****4 credits**

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 Language Assistant. 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**Spring****Zalloua****4 credits**

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 Language Assistant. *Prerequisite:* French 100 or placement exam (available from the Registrar's web site).

200 Intermediate French**Fall, Spring****Rother****4 credits**

These intermediate level courses emphasize communication and intercultural competency. Intermediate French reviews and builds on structures from French I and II, but in less predictable contexts and with greater emphasis on the successful articulation of multiple points of view. Students develop written and oral skills in French through the critical discussion and analysis of culturally specific documents from media, cinema, and literature 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 writing assignments, grammatical exercises, spontaneous and recorded oral production, and active participation required. Conducted in French; meets four times per week plus one half-hour conversation session with the French Language Assistant. Students may take either or both semesters, depending on faculty recommendation. May be repeated for credit. *Prerequisite:* French 150 or French 200 or placement exam (available from the Registrar's web site).

252 Contemporary Cinema of the Francophone World**Not offered 2020-21****2 credits**

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.

253 La Chanson**Not offered 2020-21****2 credits**

This 2-credit course will be devoted to the study of Francophone popular song culture from the early twentieth century to the present. Artists considered will come from North America, sub-Saharan Africa, and Europe. Students will analyze not only song lyrics but also cultural norms surrounding performance, the social construction of the singer's persona, and the historical context for particular works. Assigned work will include short papers, class presentations, a curated playlist, and a final project. *Prerequisite:* French 200, placement exam, or consent of instructor.

255 Actualités**Not offered 2020-21****2 credits**

This course will focus on recent cultural and political events in France and 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 the discussion of current new reports and major developments from recent months, vocabulary exercises, analysis of a broad range of news media platforms, and a final research project. Conducted in French. *Prerequisite:* French 200, placement, or consent of instructor.

256 Topics in French and Francophone Studies

2 credits

A one-time offering focused on a specific aspect of French and Francophone studies. *Prerequisite:* French 200 or equivalent. Distribution area: humanities or cultural pluralism. Any current offerings follow.

256 ST: Senegalese Cinema

Fall

Hurlburt

2 credits

Language is a central theme in filmmaker Ousmane's Sembene's work. The first Senegalese filmmaker to produce a movie shot principally in Wolof, Sembene's films assert the importance of African languages in film at the same time as they document and critique the conflicting roles of French language in Senegalese society. Through the work of filmmakers Sembene Ousmane and successors such as Djibril Diop Mambéty, and Moussa Sene Absa, we will explore the central preoccupations and visual and verbal languages of Senegalese cinema. Course work will include screenings, short readings, written assignments, and presentations. Conducted in French. May taken for credit toward the Film and Media Studies major or minor. *Prerequisites:* French 200 or equivalent. Distribution area: humanities or cultural pluralism.

256 ST: Black Americans in Paris: Race, class, and cultural exchange

Spring

Hurlburt

2 credits

In its laws and constitution, France does not recognize race as a meaningful category, a color-blind approach that is belied by the lives of its citizens. At the same time, Paris has been a world center for Black diaspora for more than a century. Through the lives and writing of authors and creators such as Josephine Baker, James Baldwin, and Ta-Nehisi Coates, we will engage with the century-long tradition of Black American expatriates who bring the lens of their personal experience of France to bear on cross-cultural questions of race, language, and identity. Texts will include fiction, essays, performance, and music. No knowledge of French required. This discussion-based class will meet once a week for 80 minutes. Weekly written reflections and a final project required. Distribution area: humanities.

258 Phonetics

Not offered 2020-21

1 credit

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

Not offered 2020-21

2 credits

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 French Comics

Not offered 2020-21

2 credits

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. Two class meetings per week;

frequent short papers, active participation, and a final project are required. Conducted in French. May taken for credit toward the Film and Media Studies major or minor. *Prerequisite:* French 200 or equivalent.

304 Speaking for Change

Fall

Hurlburt

4 credits

The rhetoric of social change is contextual and cultural. If we want to change the world with our words, we must learn to express ourselves orally with skill, respect, and intent to a range of audiences and for diverse purposes. In this course students will improve their ability to perceive, interpret and navigate cultural contexts around issues of personal, communal, and civic importance. Coursework will include case studies, debate, and oral presentations, supported by short readings, media, and written exercises targeting the core language structures of persuasion and debate. Conducted in French. *Prerequisite:* French 200, or placement exam, or consent of instructor.

310 Translation: Theory and Practice

Spring

Simek

4 credits

Students will develop their communication and analytical skills through the study of translation as a creative practice and a window onto relationships between language and culture, grammar and interpretation, and politics, economics, and ethics. Discussions focus on popular and literary texts and films ranging from fiction and portraiture to social commentary and academic writing. In addition to written exercises, coursework includes active discussion of the readings, multimedia projects, and in-class oral activities to help students continue to advance their listening and speaking skills. Three course meetings per week plus a half-hour conversation session with the Language Assistant. Conducted in French. *Prerequisite:* French 200, or placement exam, or consent of instructor.

316 Contemporary France and the Francophone World

Not offered 2020-21

4 credits

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 304 or 310.

320 Introductory Studies in French Literature: The Politics and Aesthetics of Love

Fall

Zalloua

4 credits

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 the French and Francophone Studies major or minor. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 304 or 310.

321 Introductory Studies in French Literature: Crisis and Creation

Spring

Simek

4 credits

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 the French and Francophone Studies major or minor. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 304 or 310.

322 Introductory Studies in French Literature: Becoming Quebec**Not offered 2020-21****4 credits**

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 the French and Francophone Studies major or minor. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 304 or 310.

324 Introductory Studies in French Literature: Identities**Not offered 2020-21****4 credits**

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 the French and Francophone Studies major or minor. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 304 or 310.

327 Introductory Studies in French Literature: Coming of Age**Not offered 2020-21****4 credits**

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 the French and Francophone Studies major or minor. *Prerequisite:* French 200 or placement exam, or consent of instructor. *Recommended Prerequisite:* French 304 or 310.

328 Introductory Studies in French Literature: Social Climbers**Not offered 2020-21****4 credits**

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 the French and Francophone Studies major or minor. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 304 or 310.

329 Introductory Studies in French Literature: French Masculinities**Not offered 2020-21****4 credits**

This course provides a critical introduction to French poetry, theater, prose, and film through an exploration of representations of masculinity in selected works by major French and Francophone authors. In focusing on masculinity, we will examine the politics and aesthetics of gendered representation: What types of desires and actions are associated with certain models of masculinity? How does masculinity relate to the production of images of femininity? Is the image of French masculinity constant throughout the centuries? If not, what contributes to its transformation? 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 the French and Francophone Studies major or minor. May be taken for credit toward the Gender Studies major or minor. *Prerequisite:* French 200, or placement exam, or consent of instructor. *Recommended prerequisite:* French 304 or 310.

401 French Feminism**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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.

405 Epistolarities: Letters real and imagined**Not offered 2020-21****4 credits**

The epistolary novel, a widespread and popular genre in 17th and 18th century France, is a rare bird in contemporary fiction. Letters (broadly understood), however, are omnipresent to this day, in both the public and private sphere. In this class, we will investigate epistolary practices wherever they may be found. We will compare the formal strategies of authenticity found in epistolary novels, such as Laclos’ *Liasons dangereuses* (1782), with the strategies of real-world personal and public letters. We will consider the impact of communications technologies on the epistolary relationship from the 18th century to the present day, and examine the ways in which intimate, familial, communal, and even national identities are uniquely defined through correspondence. Conducted in French. *Prerequisites:* at least two 300-level courses in French or equivalent, or consent of instructor. *Prerequisite:* Two 300-level courses in French or equivalent, or consent of instructor.

407 Ironic Enchantments**Not offered 2020-21****4 credits**

Whether we understand it as the creation of multiple, antagonistic meanings, as the act of saying one thing but meaning another, or as an existential paradox, irony has long fascinated writers and critics for its ability to unsettle us and to shed new light on aesthetic and social norms. Irony is frequently associated with critical, emotionless distance, or described as a corrosive force, yet writers have also turned to irony for its capacity for play and enchantment, emphasizing instead the pleasures of invention and re-creation. In this class, we will examine the various forms irony takes in contemporary fiction, essays, and films, in dialogue with earlier texts and with particular attention to competing claims about irony’s affects and purposes. Taking postcolonial writing as our primary focus, we will examine the social and material conditions in which ironizing happens, and the ways in which readers with differing interpretive frameworks, dispositions, and subject positions encounter one another through the mediation of literature. Conducted in French. May be taken for credit toward the Race and Ethnic Studies major or minor. *Prerequisite:* Two 300-level courses in French or equivalent, or consent of instructor.

409 French National Cinemas**Not offered 2020-21****4 credits**

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, 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 Global Literatures 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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Spring****Hurlburt****4 credits**

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**Not offered 2020-21****4 credits**

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**Fall****Simek****4 credits**

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**Fall, Spring****Staff****1-3 credits**

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**Fall, Spring****Staff****4 credits**

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 global literatures that are taught in English and may be taken for French major credit. These classes are listed in the *Global Literatures* section of the catalog.

Gender Studies

Director: Nicole Simek, French and Interdisciplinary Studies

Susanne Beechey, Politics

Matt Bost, Rhetoric, Writing and Public Discourse

Jack Jackson, Politics

Nina Lerman, History

Lydia McDermott, Rhetoric, Writing and Public Discourse
Suzanne Morrissey, Anthropology and Gender Studies (*on Sabbatical, 2020-2021*)

Kaitlyn Patia, Rhetoric, Writing and Public Discourse

Zahi Zalloua, French and Interdisciplinary Studies

How do ideas about gender roles and expectations vary over time and across place? What really is the sexuality spectrum and how can one begin to interpret it both accurately and equitably? Courses in Gender Studies approach questions like these from a range of academic perspectives, including anthropology, history, language and literature, politics, psychology, rhetoric, writing and public discourse, sociology, and visual culture, among others. Through a focus on gender identity, sexuality, and gendered representation as central categories of analysis, Gender Studies enriches students' understanding of the complexity of human experience. Although many of the field's lines of argumentation are inspired by feminism, Gender Studies courses take a broad variety of theoretical approaches to topics in women's studies, men's studies, and gay, lesbian, bisexual, and transgender studies. Courses also investigate the entanglements of knowledge, power, privilege, and exclusion, and the important ways that these dynamics influence and are influenced by the experience of gender and sexuality on a personal level and on a broader social scale.

Students are encouraged to work with their advisor to select complementary electives broadening their scope of view and providing training in disciplines of particular interest to them.

Gender Studies intersects with many other fields and pairs well with a range of second majors and minors. Students considering graduate study are strongly advised to pursue study of a second language and to minor in a related discipline.

Total credit requirements for a Gender Studies major: Students who enter Whitman with no prior college-level coursework in gender studies would need to complete 36 credits to fulfill the requirements for the gender studies major.

The Gender Studies major:

- 36 Credits
- Required Courses
 - Gender Studies 100, 210 (or RAES 210), 490 and 497 or 498
 - 3 credits in each of three foundations areas listed below: Gender Across Time; Gender in Global Context; Theory and Methods
 - A course may not satisfy two foundation areas
 - At least 12 credits at the 300-400 level
- Other notes
 - No more than 12 credits earned in off-campus programs and transfer credit
 - No more than 4 credits in independent study may be applied toward the major
- Senior Requirements
 - Gender Studies 490
 - Senior capstone project-Gender Studies 497 or 498
 - Oral examination
- Honors
 - Students do not apply for admission to candidacy for honors
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction

- Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Gender Studies minor:

- 20 Credits
- Required Courses
 - Gender Studies 100
 - 8 credits at the 300-400 level
- Other notes
 - Students are encouraged to consult with a gender studies faculty member to plan a program which will meet requirements of special interest and intellectual coherence, and will include courses across academic departments.

The following classes qualify as gender studies foundations courses. GAT (Gender Across Time), GGC (Gender in Global Context), and TM (Theory and Method) indicate the specific requirements to which a course may be applied. A course used to satisfy one foundations requirement may not be counted toward another.

Classics/Environmental Studies 205 *Women & Nature in the Ancient World* (GAT)
 English 377 *Rhetorical Bodies* (TM)
 Gender Studies 238 *Men and Masculinities* (GAT, TM)
 Gender Studies/Rhetoric, Writing & Public Discourse 250 *Rhetoric, Gender & Sexuality* (TM)
 Gender Studies/Global Literatures/Race & Ethnic Studies 320 *Trauma & its Aftermath: Narrative, Witnessing & Remembrance* (TM, GGC)
 Gender Studies 328 *Queer Studies* (TM)
 Gender Studies 330 *Affect Theory* (TM)
 Gender Studies 331 *Feminism & Psychoanalysis* (TM)
 Gender Studies/Politics 333 *Feminist & Queer Legal Theory* (TM)
 Gender Studies/Anthropology 358 *Social Bodies, Diverse Identities: the Anthropology of Sex and Gender* (GAT, GGC, TM)
 Global Literature 395 *Contemporary Literary Theory* (TM)

History 214 *Sex in the Casbah: Sex, Gender & Islam* (GAT, GGC)
 History 225 *Cleopatra: History and Myth* (GAT)
 History 254 *Social History of Stuff* (GAT)
 History 259 ST: *Historicizing Kids* (GAT)
 History/Classics 280 *The "Other" Greece & Rome* (GAT)
 History 300 *Gender in Chinese History* (GAT, GGC)
 History 319 *Women in Africa* (GAT, GGC)
 History 370 *Gendered Lens on U.S. History* (GAT)
 Politics 254 *Gender & Race in Law & Policy* (TM)
 Politics 333 *Queer Legal Theory* (TM)
 Politics 359 *Gender & International Hierarchy* (GGC)
 Religion 304 *Muslim Bodies* (GGC)
 Rhetoric, Writing and Public Discourse 380 *Rhetorical Bodies* (TM)
 Sociology 258 *Gender & Society* (TM)

The following classes qualify as gender studies electives.

Art History and Visual Culture Studies 353 *Blues, Blood, Bruise: Blackness in Art*
 Art History 355 *Indigenous Aesthetics: Native North American Art and Visual Culture*
 Dance 218 *Somatics*
 English 230 *Intro to Shakespeare: love, sex, & gender*

English 337 VT: *Love, Sex, and Power in the English Renaissance*
 French 329 *French Masculinities*
 French 320 *The Politics and Aesthetics of Love*
 French 401 *French Feminism*
 French 427 *Subjectivity & Otherness in Medieval/Renaissance Lit*

Film and Media Studies 220 *Identity, Gender, & Media*
 Film and Media Studies 315 *Bad Objects*
 Gender Studies 460/Hispanic Studies 426 *Queer Latinidades*
 Global Literature 351/Hispanic Studies 451 *Maid in Latin America: The Image of the Domestic Worker in Contemporary Cinema*
 History 259 ST: *US Protest and Organizing: From Haymarket to #BlackLivesMatter*
 History 378 ST: *The Global Sixties: "The Whole World is Watching"*
 Music 354 *Women as Composers*
 Philosophy 235 *Philosophy of Feminism*
 Philosophy 260 *Queer Friendship*
 Philosophy 332 *Reproduction*

Politics 200 ST: *Gender, Race, and The 2020 Elections*
 Politics 311 *Deservingness in U.S. Social Policy*
 Politics 325 *Queer Politics & Policy*
 Politics 365 *Political Economy of Care Work*
 Psychology 239 *Psych of Women & Gender*
 Psychology 309 *Science of Sexual Orientation*
 Religion 291 ST: *Religion and Gender in Global Context*
 Religion 305 *Gender & Identity in Judaism*
 Religion 358 *Feminist & Liberation Theologies*
 Rhetoric, Writing and Public Discourse 365 *Rhetoric & Violence*
 Sociology 257 *Sociology of the Family*
 SSRA 328 *Women & Sport*

100 Introduction to Gender Studies

Fall, Spring **Fall: Zalloua; Spring: McDermott** **4 credits**

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 credits

This course explores selected topics in gender studies. Any current offerings follow.

210 Problems with Privilege

Spring **Simek** **4 credits**

This course engages the now widespread liberal activist slogan "check your privilege" so prevalent on U.S. college campuses. What does it mean today to "check" privilege? Is "checking privilege" enough? When consuming the news and educating ourselves in class, whose voices get to be heard? Who aren't we hearing from? What questions haven't we raised? How do we listen effectively? Intersectionality as theory and method responds to many of these questions. It posits that various structures of discrimination and privilege (such as sexism, racism, and colonialism among others) intersect, influencing our daily lived experience as well as our social institutions and policies. This course presents foundational concepts that allow us to understand power through debates in the field of Gender Studies, and a genealogy of intersectionality and its discontents. The course explores theories and methods based on intersectionality beyond a race/gender pairing, engages critiques of intersectionality, and facilitates a more nuanced understanding of challenges and opportunities surrounding social justice and identity through the lens of intersectional analysis. May be elected as Race & Ethnic Studies 210.

238 Men and Masculinities

Not offered 2020-21 **4 credits**

In her introduction to *The Second Sex*, Simone de Beauvoir states, "A man never begins by presenting himself as an individual of a certain sex; it goes without saying that he is a man." Feminists have long taken up the cause of breaking down male privilege rooted in assigning certain, naturalized characteristics to male bodies. But what does it *mean* to be a man, to be constructed and construed (or not) as masculine? How is masculinity experienced in variable ways across time and space? What are the underpinnings of toxic masculinity and how are dominant ideologies of "appropriate" masculinity challenged? What do alternative and non-dominant masculinities look like and how and why do they evolve? In addition to

using this class to consider what it means to be masculine, we will examine the very emergence of masculinity studies and what the discipline brings to discussions and disruptions of the “masculine.”

250 Rhetoric, Gender and Sexuality

Fall

Bost

4 credits

This class examines the ways that rhetorical practices and theories rooted in gender and sexuality 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 gender and sexuality, to challenge theoretical assumptions about what constitutes inequity, to analyze the rhetorical practices that constitute gender and sexuality, and to offer new perspectives from which to view gender-based rhetorical practices. May be elected as Rhetoric, Writing and Public Discourse 250.

291, 292 Independent Study

Fall, Spring

Staff

1-4 credits

Discussion and directed reading on a topic of interest to the individual student. The staff must approve the project.

Prerequisite: consent of instructor.

300-309 Special Topics

4 credits

This course explores selected topics in gender studies. Any current offerings follow.

320 Trauma & its Aftermath: Narrative, Witnessing & Remembrance

Fall

Simek

4 credits

Trauma has attracted critical attention as a limit case through which to explore the nature of selfhood, language, memory and power, and the ethical and political implications of representing violence. Taking contemporary examples of race- and gender-based violence, their intersections, and their specificities as a point of departure, students will examine debates in scholarship and activism over definitions of trauma, its personal and collective impacts, and the social, cultural, and political actions to be taken in its wake. We will pay particular attention to questions of narrative genre, medium and transmission, as well as the role of commemoration in projects to combat violence. May be taken for credit toward the Race and Ethnic Studies major or the Global Literature minor. May be elected as Global Literature 320 or Race & Ethnic Studies 320.

328 Queer Studies

Not offered 2020-21

4 credits

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.

330 Affect Theory and Gendered Subjectivities

Not offered 2020-21

4 credits

In this course students will examine the impact of the “affective turn” within gender studies. Affect theory complicates the boundaries between mind and body, stressing how social life—of which gender embodiment is a significant part—is irreducible to cognitive processes alone. It is particularly attentive to the role of emotions and feelings in the formation of gendered subjectivities. Affect—such as joy, pride, shame, and anger—exceeds the disciplining powers of consciousness and representation, pointing (back) to the body, to a reality that is viscerally felt. We will read and critically discuss some of the most important contributions in “Affect Theory” with an eye for gender and subjectivity formation.

331 Feminism and Psychoanalysis

Not offered 2020-21

4 credits

This course explores feminism's critical dialogue with psychoanalysis. We will be drawing on the works of Jacques Lacan and French Feminism—as articulated by its leading representatives Julia Kristeva, Luce Irigaray, and Hélène Cixous—as well as those of queer feminists, such as Judith Butler, Lynne Huffer, Jasbir Puar, and Elizabeth Grosz. Particular attention will be given to the psychoanalytic critique of the subject and to questions of gender and sexual difference: Is sexual difference an ontological condition? What role does the unconscious play in the perpetuation of patriarchy? How are women and men interpellated as sexed subjectivities?

333 Feminist and Queer Legal Theory

Spring

J. Jackson

4 credits

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.

358 Social Bodies, Diverse Identities: the Anthropology of Sex and Gender

Fall

Serin

4 credits

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 elected as Anthropology 358. *Recommended Prerequisites:* Anthropology 201 or Gender Studies 100.

460 Queer Latinidades: Gender and Sexuality in the Americas

Not offered 2020-21

4 credits

This course analyzes articulations of queerness in contemporary Latin American and U.S. Latinx narrative. In the first half of the course we will sample queer narratives from the Caribbean and Latin America, and will conclude by attending to the narrative production of queer Latinxs in the United States. Our work will consist of examining the various narrative techniques that shape understandings of queerness across the continent, while tracing the configurations of race and class, ethnicity and nationality, and immigration and legal status that routinely intersect with queerness. Primary readings may be drawn from authors such as Ricardo Piglia, Pedro Lemebel, Luis Negrón, Rita Indiana, Reinaldo Arenas, Sonia Rivera-Valdés, Achy Obejas, John Rechy, Manuel Muñoz, and Ana Castillo, among others. Evaluation is based on class participation, oral and written assignments, and a final research paper. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies the 400 level requirement for Hispanic Studies minor. Course is taught in Spanish. May be elected as Hispanic Studies 426. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344 or consent of instructor.

490 Senior Seminar

Fall

Simek

4 credits

Senior Seminar engages students in sustained discussion of contemporary theoretical and topical issues in gender studies, as well as reflection on students' course of study. Coursework includes discussion and assignments related to the daily readings. Class time and assignments will also be devoted to conceptualizing the senior capstone project and carrying out its preparatory groundwork. Required of and limited to senior gender studies majors. Offered fall semester only. Fall degree candidates should plan to take this seminar in a semester preceding completion of the capstone project (not concurrently with their project).

491, 492 Independent Study

Fall, Spring

Staff

1-4 credits

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 Senior Capstone Project**Spring****Staff****4 credits**

Execution of a capstone project putting into practice knowledge and skills developed over the course of study. Senior projects are designed in close consultation with faculty and may be completed individually or in collaboration with team partners. Projects will vary in structure according to students' interests and preparation. They may integrate or complement capstone work in a student's second major with the approval and supervision of both departments. In all cases, projects will involve original research, a scholar statement, and an oral defense. Projects will be evaluated by the senior project director and two additional faculty committee members. Required of all senior Gender Studies majors. *Prerequisite:* Gender Studies 490 or consent of instructor.

498 Honors Capstone Project**Staff****4 credits**

Students register for Gender Studies 497, not for Gender Studies 498. The registration will be changed from Gender Studies 497 to 498 for those students who attain honors in Gender Studies. Open only to senior Gender Studies majors.

Geology

Chair: Kevin R. Pogue
Nicholas Bader
Kirsten Nicolaysen
Lyman P. Persico

Patrick K. Spencer
Lindsay Szramek

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 their 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 49 credits (32 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.

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

- Apply geologic concepts to the interpretation of geologic materials and landscapes
- Apply quantitative techniques to geological questions
- Read and interpret geological information, including graphical data, geologic and topographic maps, and scientific literature
- Effectively communicate geologic concepts, including by written communication, oral communication, and mapmaking

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

Total credit requirements for a Geology major: A student who enters Whitman College with no prior experience in geology will need to complete 49 credits with 32 credits in Geology.

The Geology major:

- 32-33 credits of geology (49-50 credits with no prior experience)
- Required geology courses:
 - Introductory geology from Geology 110 and 111, or 120 and 121, or 125 and 126
 - Geology 227, 270, 350, 358, 405, 420, and 470
 - One course from Geology 312, 321, or 368
 - Field camp (a minimum of 3 credits of Geology 480)
- Required supporting science courses:
 - Mathematics 125, 128, or 247
 - Chemistry 125 and 135
 - Physics 145 or 155
 - A minimum of 6 credits numbered higher than 125 in any of the following: mathematics and statistics, chemistry, physics, or computer science
- Notes on required courses:
 - AP credit may not be used to fulfill the supporting science coursework listed above. Students with AP credit or have tested out of any of these courses in mathematics and statistics, chemistry, physics, or computer science should take the next higher course in the department's sequence.
 - No PDF after declaration, except Geology 158.
- Senior requirements:
 - Geology 470
 - Senior assessment:
 - Four-hour written exam;

- Oral exam, which may be conducted in the field
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Geology minor:

- 16 credits
- Required courses:
 - Introductory geology from Geology 110 and 111, or 120 and 121, or 125 and 126
 - Geology 227, 301, 312, or 350

The Astronomy-Geology combined major:

- 65-66 total credits
 - 20 credits in astronomy
 - 27-28 credits in geology
 - 4 credits in chemistry
 - 8 credits in physics
 - 6 credits in mathematics and statistics
- Required astronomy courses:
 - Astronomy 177, 178, and 179
 - One course from Astronomy 310, 320, 330, 350, 360, or 380
 - At least two additional credits in Astronomy courses numbered 310-392
 - Two credits of Astronomy 490
- Required geology courses:
 - Introductory geology from Geology 110 and 111, or 120 and 121, or 125 and 126
 - Geology 227, 270, 350, 358, and 470
 - Two of the following: Geology 310, 405, or 420
 - Two credits of Geology 490
- Other required courses:
 - Chemistry 125, 135
 - Mathematics 125, 126
 - Physics 145 or 155, Physics 156
- Notes on courses:
 - No courses for the major may be taken PDF.

- Strongly recommended courses: Computer Science 167, Mathematics 225, 244, Chemistry 126, 136, Physics 245, 255
- Senior requirements:
 - Astronomy 490
 - Geology 470 and 490
 - Senior assessment:
 - Comprehensive written exams in both geology and astronomy
 - One-hour oral exam by astronomy and geology faculty
- Honors in Astronomy-Geology:
 - Students do not apply for admission to candidacy for honors;
 - Earn a cumulative GPA of at least 3.300 and a major GPA of at least 3.500
 - Write a thesis graded A or A- by department faculty;
 - Pass the senior assessment with distinction;
 - Department Chairs will notify the Registrar of students attaining Honors no later than the third week of April
 - An acceptable copy of the Honors Thesis must be submitted to Penrose Library no later than reading day

The Biology-Geology combined major:

- 66-70 total credits
 - 23-26 credits in biology
 - 26-29 credits in geology
 - 14-18 credits in other departments
- Required biology courses:
 - Biology 111, 112, 205
 - Four credits from the Organismal Biology category
 - Four credits from the Ecology/Evolution category
 - At least four additional credits in Biology and/or BBMB courses numbered 200 and above
 - Three credits of Biology 489, 490, or 498 (or three credits of Geology 480, 490, or 498)
- Required geology courses:
 - Introductory geology from Geology 110 and 111, or 120 and 121, or 125 and 126
 - Geology 227, 270, 350, 358, and 470
 - Geology 312 or 368
 - One course from Geology 301, 321, or 405
 - Three credits of Geology 480, 490, or 498 or three credits of Biology 490 or 498
- Required supporting science courses:
 - Chemistry 125, 126, 135, and 136, or Chemistry 140
 - Chemistry 245
 - Mathematics 125, Mathematics 126 or a statistics course (Mathematics 128 or 247, Economics 227, Psychology 210, or Sociology 208)
- Notes on courses:
 - No courses taken PDF may be applied to the major
 - Two semesters of Physics and field experience are strongly recommended.
- Senior requirements:
 - Geology 470
 - Geology 490 or 498, or Biology 490 or 498
 - Senior assessment:
 - Comprehensive written exams in both geology and biology;
 - One-hour oral exam by biology and geology faculty

- Honors:
 - Students do not apply for admission to candidacy for honors
 - Earn a cumulative GPA of at least 3.300 and a major GPA of at least 3.500
 - Write a thesis graded A or A- by department faculty
 - Pass the senior assessment with distinction
 - Department chairs will notify the Registrar of students attaining Honors no later than the third week of April
 - An acceptable copy of the Honors Thesis must be submitted to Penrose Library no later than reading day

The Chemistry-Geology combined major

- 51-55 total credits
 - 16-20 credits in chemistry;
 - 25 credits in geology;
 - 10 credits from other departments
- Required chemistry courses:
 - Chemistry 125, 126, 135, and 136, or Chemistry 140
 - Chemistry 310
 - Two of the following: Chemistry 320, 346, or 388
- Required geology courses:
 - Introductory geology from Geology 110 and 111, or 120 and 121, or 125 and 126
 - Geology 227, 270, 350, 358, 405, 460, and 470
- Required supporting science courses:
 - Mathematics 125, 126
 - Physics 145 or 155
- Notes on courses:
 - No courses taken PDF may be applied to the major
 - Majors are strongly encouraged to do a senior research project, enrolling in:
 - One credit of Chemistry 401 or 402
 - Two credits in Chemistry 490 or 498, or three credits of Geology 490 or 498
- Senior requirements:
 - Geology 470
 - Senior assessment:
 - Comprehensive written exams in both geology and chemistry
 - One-hour oral exam by chemistry and geology faculty
- Honors:
 - Earn a cumulative GPA of at least 3.300 and a geology GPA of at least 3.500;
 - Complete an Honors Thesis:
 - Students must submit a thesis proposal to geology faculty within the first six weeks of the two-semester period in which the student is eligible;
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day;
 - Thesis must be graded A or A- by geology department faculty
 - Pass the senior assessment with distinction;
 - Earn a minimum of 87 credits;
 - Must have completed at least two semesters at Whitman College

The Geology-Physics combined major

- 61-62 total credits (with no credit for prior experience)
 - 25 credits in geology
 - 21-22 credits in physics
 - 13 credits in mathematics and statistics
 - 4 credits in chemistry
- Required geology courses:
 - Introductory geology from Geology 110 and 111, or 120 and 121, or 125 and 126
 - Geology 227, 270, 310, 358, 405, 420, and 470
- Required physics courses:
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, and 267
 - Two of the following: Physics 325, 339, 347, 357, or 385
 - Physics 347 may not be used to satisfy multiple requirements
- Required supporting science courses:
 - Chemistry 125 and 135
 - Mathematics 225 and 244
- Other Notes:
 - No courses taken PDF may be applied to the major
 - If students place out of Physics 155, they must take Physics 347
- Senior requirements:
 - Geology 470
 - Senior assessment:
 - Comprehensive written exams in both geology and physics
 - One-hour oral exam by physics and geology faculty
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

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 credits

Any current offerings follow.

110 The Physical Earth**Spring****Bader****3 credits**

Physical geology including earth materials, the processes responsible for uplift and erosion, landforms, plate tectonics and the earth's interior. Three lectures per week. Open only to first- and second-year students; others by consent of instructor. Students who have received credit for Geology 120 or 125 may not receive credit for Geology 110. *Corequisite:* Geology 111.

111 The Physical Earth Lab**Spring****Bader****1 credit**

Laboratory exercises to accompany classroom instruction in The Physical Earth. Must be taken concurrently with Geology 110. Topics may include the identification of rocks and minerals, interpretation of topographic and geologic maps, and fluvial processes. One three-hour laboratory per week; field trips. Students who have received credit for Geology 121 or 126 may not receive credit for Geology 111. *Corequisite:* Geology 110. *Lab fee:* maximum \$20.

120 Geologic History of the Pacific Northwest**Fall****Spencer****3 credits**

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. Three lectures per week. Open to first- and second-year students, others by consent of instructor. Students who have received credit for Geology 110 or 125 may not receive credit for Geology 120. *Corequisite:* Geology 121.

121 Geologic History of the Pacific Northwest Lab**Fall****Spencer****1 credit**

Laboratory exercises to accompany classroom instruction in Geologic History of the Pacific Northwest. Must be taken concurrently with Geology 120. Topics may include general geologic skills such as the identification of rocks and minerals, interpretation of topographic and geologic maps, and fluvial processes, with a particular focus on the topics examined in lecture. One three-hour laboratory per week; field trips. Students who have received credit for Geology 111 or 126 may not receive credit for Geology 121. *Corequisite:* Geology 120. *Lab fee:* maximum \$20.

125 Environmental Geology**Fall, Spring****Fall: Bader; Spring: Persico****3 credits**

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 per week. 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. *Corequisite:* Geology 126.

126 Environmental Geology Lab**Fall, Spring****Fall: Bader; Spring: Persico****1 credit**

Laboratory exercises to accompany classroom instruction in Environmental Geology. Must be taken concurrently with Geology 125. Topics may include general geologic skills such as the identification of rocks and minerals, interpretation of topographic and geologic maps, and fluvial processes, with a particular focus on natural hazards such as floods and mass movement. One three-hour laboratory per week; field trips. Students who have received credit for Geology 111 or 121 may not receive credit for Geology 126. *Corequisite:* Geology 125. *Lab fee:* maximum \$20.

130 Weather and Climate**Spring****Pogue****3 credits**

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**Fall, Spring****Fall: Nicolaysen; Spring: Pogue****1-3 credits**

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. *Prerequisites:* Geology 110 or 120 or 125 and consent of instructor. Graded credit/no credit. *Fee:* maximum \$75 per semester.

227 Sedimentology and Stratigraphy**Spring****Staff****4 credits**

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 or 120 or 125.

229 Geology and Ecology of Soils**Not offered 2020-21****3 credits**

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. Lectures, field trip(s).

250 Late Cenozoic Geology and Climate Change**Not offered 2020-21****3 credits**

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 or 120 or 125, or Environmental Studies 120 and consent of instructor. Offered in alternate years.

258 Geology in the Field**1-3 credits**

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 Geology in the Field:**Spring****Persico****1 credit**

This semester, Regional Studies will explore the geologic history and current environmental issues in the greater Yellowstone ecosystem. This interdisciplinary course will cover themes in the Earth sciences, ecology, political ecology, and environmental history. Yellowstone's unique and remarkable natural history will allow us to explore topics including super volcanoes, glaciation, climate change, and ecosystem dynamics. Additionally, the course will cover trophic cascade effects on ecosystems and landscapes associated with the eradication and reintroduction of wolves. Includes a 9-day field trip and camping beginning the day after graduation. The course is contingent upon the ability to travel safely during the Covid-19 pandemic. *Corequisite:* ENVS-260

270 Minerals, Society, and the Environment**Spring****Nicolaysen****4 credits**

This intermediate-level course examines the role of minerals in human societies and Earth systems with particular emphasis on internal structure of minerals, the carbon cycle and carbon sequestration, the nuclear fuel cycle, and the growing concern regarding mining and resource scarcity. Skills include hand sample identification of minerals, analysis of crystal structure by X-Ray Diffraction, analysis of mineral composition by X-Ray Fluorescence or electron microscopy, primary literature

searches and science writing. Lectures, discussions, and laboratory exercises. *Prerequisites:* Chemistry 125 and 135, and Geology 110 or 120 or 125. Open to Seniors by consent of instructor only. *Lab fee:* maximum \$20.

301 Hydrology

Spring

Bader

4 credits

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 or 120 or 125. *Corequisite:* Geology 301L. *Recommended prerequisites:* Chemistry 125 and Mathematics 126.

310 Geophysics

Spring

Pogue

3 credits

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. *Prerequisites:* Geology 110 or 120, or 125 and Mathematics 125.

312 Earth History

Not offered 2020-21

4 credits

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 or 120 or 125 or consent of instructor.

321 Sedimentary Basin Analysis

Not offered 2020-21

4 credits

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 or 120 or 125 and 227. *Recommended prerequisite:* Geology 368. Offered in alternate years.

338 Pages of Stone: The Literature of Geology

Not offered 2020-21

3 credits

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 or 120 or 125, or consent of instructor. Offered in odd-numbered years.

340 Volcanoes

Not offered 2020-21

3 credits

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 or 120 or 125. Offered in alternate years. *Fee:* maximum \$40 unless field trip is outside of the Pacific Northwest.

350 Geomorphology

Fall

Persico

4 credits

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 or 120 or 125; open only to Geology majors and others by consent of instructor.

358 Field Geology of the Northwest**Fall, Spring** **Fall: Nicolaysen; Spring: Pogue** **1 credit**

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 majors. *Prerequisite:* Geology 110 or 120 or 125 and consent of instructor. *Fee:* maximum \$75 per semester.

368 Paleobiology**Spring** **Spencer** **3 credits**

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 or 120 or 125 and Geology 227. Offered in alternate years.

405 Volcanoes and the Solid Earth**Fall** **Nicolaysen** **4 credits**

The geologic history of the Pacific Northwest provides excellent examples of an active tectonic margin including accretion of oceanic crust and arc terranes and current arc volcanism. We examine magma generation and differentiation, volcano morphology, and physio-chemical processes of volcanoes from Earth's mantle to the surface through interpretation of rock suites from the Stillwater Complex, the Cascade and Alaska-Aleutian arcs, and the Columbia River basalt group. Lab activities include reading the primary literature, hand sample identification, use of petrographic microscopes, interpretation of thermodynamic phase diagrams, an introduction to computer modeling of magmas (e.g., MELTS), and field trips including one overnight field trip. *Prerequisites:* Chemistry 125, 135, and Geology 270 (formerly 343). *Lab fee:* maximum \$30.

410-411 Problems in Earth Science**1-4 credits**

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.

415 Terroir**Fall** **Pogue** **3 credits**

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 or 120 or 125 or 229. *Fee:* \$50.

418 Introduction to Geographic Information Systems**Fall** **Bader** **3 credits**

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**Fall** **Pogue** **4 credits**

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, fabric development in metamorphic rocks, 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). *Prerequisites:* Geology 227 and 270.

430 Cordilleran Tectonics

Not offered 2020-21

3 credits

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

Not offered 2020-21

3 credits

An investigation of Earth's systems and environmental problems using the principles of equilibrium, thermodynamics, diffusion, oxidation-reduction, solution chemistry, and isotope geochemistry. Skills will include discussion of primary scientific literature, statistical analysis of geochemical data, conditions of mineral formation via mineral equilibria models, and calculation of rock ages by radioactive decay. Themes of assigned readings may include carbon sequestration, water quality, or spent nuclear fuel disposal. May incorporate use of analytical equipment such as the Scanning Electron Microscope and Portable X-Ray Fluorescence Spectroscopy. *Prerequisites:* Geology 110 or 120 or 125, and Chemistry 126 or 140, or consent of instructor. *Recommended Pre- or Corequisites:* Geology 270 and Chemistry 126.

470 Senior Seminar

Fall

Nicolaysen

1 credit

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.

390 Independent Study

Fall, Spring

Staff

1-3 credits

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.

480 Field Mapping

Not offered 2020-21

1-4 credits

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, 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

Fall, Spring

Staff

1-3 credits

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

Fall, Spring

Staff

2-3 credits

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: Emily Jones

Julia Ireland (*on Sabbatical, 2020-2021*)

Robert Mottram

Affiliated Faculty

Courtney Fitzsimmons, Religion

Patrick Frierson, Philosophy

David Kim, Music (*on Sabbatical, Spring 2021*)

Paul Luongo, Music

Lynn Sharp, History

German Studies at Whitman helps students develop the critical skills to be informed global citizens through the study of German language and the literature, culture, and history of the German-speaking world from a variety of academic perspectives. German language and culture are often thought to be homogenous, and the canonical literature and thinkers taught in many German Studies programs reproduce this image. Whitman's German Studies Department is committed to representing German languages and cultures in their diversity by introducing students to authors and thinkers whose different identities regarding their race, sex, gender, and class often contribute to their exclusion from the field. Students will also learn to read canonical texts and cultural products critically with regard to their elisions and appropriations of marginalized peoples and voices. German Studies courses bring German-language texts and artworks into dialogue with the challenges and priorities we find in our local and contemporary communities. We strive to understand how we can better make sense of our global and local problems by studying German texts, thought, and art.

German Studies is committed to the creation of inclusive classroom spaces where diverse perspectives can be formulated and exchanged and where collaboration is valued over competition. Collectively, we aim to suspend our judgements and come to a more differentiated and generous understanding of ourselves, our peers, and the positions we encounter in German-language cultural artifacts. Students also participate in German-speaking communities across contexts, including curricular, co-curricular, and the broader community beyond college.

Through close mentoring relationships with the German Studies faculty, students will develop the skills necessary to propose individual projects and make connections between the academic field of German Studies and their lives beyond Whitman.

Learning Outcomes

Major-Specific Areas of Knowledge

- Students will gain an understanding of the interdisciplinary field of German Studies, including its literary, historical, philosophical, aesthetic and other perspectives.
- Students will develop disciplinary flexibility by working within and across disciplines to explore questions related to German-speaking cultures.

Communication

- Students will attain Advanced Mid level German proficiency according to the ACTFL Proficiency Guidelines in all main language skills, including speaking across a variety of registers, listening, reading, and writing. Students will be able to communicate across several modes, including written, oral, presentational, and analytical.
- Students will gain advanced writing skills including project creation, management, drafting, and revision in German and English.

Critical Thinking

- Students will be able to analyze and make sophisticated arguments about German-speaking texts and cultural products in German and English.
- Students will gain a high degree of information literacy, learning how to find, assess, and incorporate research materials from libraries, databases, archives, etc. into their own projects.
- Students will be able to articulate the importance of valuing linguistic and cultural diversity within the German historical and cultural context and their own cultures of origin.

Placement in language courses: Students with previous German language experience must take the German language placement test.

Distribution: Courses completed in German Studies apply to the humanities or cultural pluralism distribution areas, with the following exceptions:

No distribution: 352, 391, 392

Total credits required to complete a German Studies major: 36, but students who begin learning German at Whitman may have to take a total of 44, including two semesters of Elementary German.

The German Studies major:

- 36 Credits
- Required Courses
 - German Studies 352
 - 4 credits in a course taught in German Studies at Whitman at the 350 level or above
 - 12 credits in courses taught in German Studies at the 300 level or above
 - 18 credits of coursework that may include German Studies courses at the 200 level or above, or may be a combination of German at the 200 level or above and up to 12 credits in approved affiliated German Studies courses. Regularly approved affiliated courses in German Studies are available in a variety of departments (see below).
- Other notes
 - Up to 12 credits or transfer of study abroad credits may be accepted as German Studies with consent of the German Studies faculty.
 - German Studies allows up to eight credits in approved German Studies courses from other majors to count toward the German Studies major requirements
 - 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
 - Independent Study courses may count toward the major
- Senior Requirements
 - 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.
 - Senior Comprehensive Examination
 - Discussion of an assigned significant text in German literature
 - Discussion of an assigned selection of currently scholarly work in German Studies, chosen by the faculty. In the course of the examination, students will need to demonstrate engagement in the interdisciplinary field of German Studies as well as a broad knowledge of German literature, history, and culture.
- Honors
 - Students do not apply for admission to candidacy for honors
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The German Studies minor:

- 20 Credits
- Required Courses
 - 12 credits in German Studies 300 level or above

- 8 credits that may include German Studies courses at the 200 level or above or, may be a combination of German Studies courses at the 200 level or above and up to 8 credits in approved affiliated German Studies courses. Regularly approved affiliated courses in German Studies are available in a variety of departments (see below)
- Other notes
 - Up to 8 credits from other majors or minors may count toward the German Studies minor requirements
 - Courses taken P-D-F prior to declaration of the minor may be used to satisfy requirements
 - Independent study credits do not count toward the minor

German Language Sequence

105, 106 Elementary German

Fall, Spring **Fall: Jones, Mottram; Spring: Mottram** **4 credits**

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. Open only to first-year, sophomores and juniors students; other students by consent of instructor. *Prerequisite for 106:* German 105.

205, 206 Intermediate German

Fall, Spring **Fall: Jones; Spring: Mottram** **4 credits**

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.

Language Culture, & Literature

302 Murder, Mayhem, Madness: Crime and Justice in the German-Speaking World

Not offered 2020-21 **4 credits**

What drives a person to murder? How does society assign guilt and (hopefully) achieve justice? How do historical circumstances and changes in society influence our thinking about crime and punishment? This course explores these and other questions through a study of the rich tradition of crime literature in in the German speaking world from the nineteenth century to today. Students will read prose and drama texts as well as view film and theatrical productions that deal with crime, detection, and punishment, both by official and unofficial means. 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. Language skills will be developed through regular readings, writing assignments, grammar exercises, student presentations, and discussion. Course taught in German. Offered every three years. *Prerequisite:* German 206 or any 300-level German course, placement exam, or consent of instructor.

303 German Drama: From the Bourgeois Tragedy to Bertolt Brecht

Not offered 2020-21 **4 credits**

What can the stage do that the page cannot? What are the fundamental flaws of a tragic hero? What are the differences between a tragedy and a comedy? What is an epic drama? This course introduces students to German drama from the

nineteenth century to today, including bourgeois tragedy and expressionist drama. Students will read plays and theoretical essays by playwrights such as Johann Wilhelm von Goethe, Bertolt Brecht, and Elfriede Jelinek, and continue their linguistic and communicative development with a focus on advanced reading and analytical writing skills. The language skills will be obtained through regular readings, writing assignments, grammar exercises, student presentations, and discussion. Course taught in German. Offered every three years. *Prerequisite:* German 206 or any 300-level German course, placement exam, or consent of instructor. *Prerequisite:* German 206 or any 300-level German course, placement exam or consent of instructor.

304 The German Fairy Tale: From World-Building to Nation-Building

Fall

Jones

4 credits

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. Course is taught in German. Offered every three years. *Prerequisite:* German 206 or any 300-level German course, placement exam, or consent of instructor.

307 Small Print: Short Forms in German Literature

Not offered 2020-21

4 credits

What can short texts—both fictional and non—tell us about the society and culture from which they emerge? How do they negotiate controversial timely matters, introduce us to psychologically complex characters, or break new ground in the ways we tell stories? In this course, we read novellas, essays, speeches, blog posts and other short prose texts from across German cultural history, with special attention paid to writers who are marginalized and often left out of this history. Small Print will provide the students with an overview of literary history in the German-speaking world. We will review and practice key concepts of German grammar, as well as improve reading, speaking, and writing skills in German. This course taught in German. *Prerequisite:* German 206 or any 300-level German course, placement test or consent of instructor.

310 Migration and Identity in Contemporary Germany

Not offered 2020-21

4 credits

The question of whether Germany is an "Einwanderungsland" or not is one defining political questions of the twenty-first century. The arrival of large numbers of refugees in Germany and other central European countries since the early 2000s has made this debate more urgent. This course asks what it means to be German in the globalizing world through the in-depth study of German-language texts primarily by authors with an immigration background. Authors studied may include Yoko Tawada, Abbas Khider, Zafer Senocak, Emine Özdamar, and others. In this course, literary inquiry is accompanied by the further development of high-level language skills with a focus on discussion skills, presentational language, advanced grammar, and regular writing assignments. Students will gain additional conversation practice through required weekly conversation groups with the language assistant. Course taught in German. *Prerequisite:* German Studies 206 or any 300-level German course, placement exam, or consent of instructor.

312 Fantasy or Nightmare? Heimat in German Culture

Not offered 2020-21

4 credits

Heimat is perhaps the most politically and historically loaded term in the German language: it was appropriated by National-Socialism, to help reclaim German culture after World War II, and is being used by resurgent right wing movements in Germany today, only to name a few. This course traces Heimat's roots in German culture, art, and literature since the nineteenth century and examines the way that it excludes people on the basis of their (perceived) gender, sexuality, race, religion, etc. We will criticize the concept of Heimat, reading texts by authors who are skeptical about the value or even existence of Heimat, asking where its baggage comes from, how it shapes and is shaped by German aesthetic contexts, and whether this term is useful or could be reimagined or reclaimed in contemporary German society. This course is an advanced interdisciplinary German Studies course that encourages students to challenge dominant narratives in

German Culture by studying a cultural problem from a variety of perspectives. Students will also continue developing high-level German language with a focus on discussion skills, presentational language, advanced grammar, and regular writing assignments. Students will gain additional conversation practice through required weekly conversation groups with the language assistant. Course taught in German. *Prerequisite:* German Studies 206 or any 300-level German Studies course, placement exam, or consent of instructor.

Perspectives on the German-Speaking World (GERM 350 or above)

354 German Cinema Culture

Not offered 2020-21

4 credits

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 contemporary cultural issues including immigration and ongoing attempts to process German history. In studying these films, students will discuss propaganda, identity politics, film adaptation, and mass culture in context. Students will develop film and text analysis, advanced research, and writing skills through sophisticated discussion, presentation, and writing assignments. The course is conducted in English and readings will be available in both German and English. Students with advanced German language skills will complete reading, some writing, and discussion in German. This class will require a screening. May be taken for credit toward the Film and Media Studies major or minor. Course may not be taken for credit if German 405 was completed. *Prerequisite:* any 300-level German Studies course or consent of instructor.

356 Rebels with a Cause: Rebels and Revolutionaries in the German Speaking World

Not offered 2020-21

4 credits

This course introduces unconventional thinkers and political activists of the German-speaking world in the late nineteenth and throughout the twentieth century. From the suffragist movement and communist and anarchist theories in the Weimar Republic to dissent in the GDR and anti-imperialist critique in Western Postwar Germany via antifascist activism in Nazi Germany, students will study German history and culture through the lens of political essays, poetry and short stories. Students will read works by well-known thinkers and activists such as anarchist Rosa Luxemburg, Jewish writer Anne Frank, and RAF activist Ulrike Meinhoff, and explore texts by writers who are now mostly ignored by the literary canon, for example, the early feminist writer Elsa Asenijeff. The course is conducted in English, and readings will be available in both German and English. Students with advanced German language skills will complete reading, some writing, and discussion in German. Course may not be taken for credit if German 409 was completed.

358 Special Studies

4 credits

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.

358 ST: Beauty and its Subversion: Negotiating Aesthetics and Politics in German Arts and Letters in the Long-19th Century

Spring

Mottram

4 credits

Beauty is a term familiar enough to contemporary ears, but as a historical phenomenon it is deeply imbricated in ideologies that mix aesthetics and politics for oppressive as well as subversive ends. From neoclassicism to modernism, this course examines the critical potential and ideological appeal of beauty in the light of such diverse authors and thinkers as Winckelmann, Lessing, Kant, Nietzsche, E.T.A. Hoffmann, Hedwig Dohm, Kafka, and Rilke, among others. Through close encounters with literary and philosophical texts, sculpture, architecture, painting, and film, and employing a combination of critical, cultural, and feminist theory, this course defamiliarizes “beauty” and reveals what is oppressive, subversive, and critically promising about a concept, the shadow of which still looms large. Students will develop text analysis, advanced research, and writing skills through sophisticated discussion, presentation, and writing assignments. The course is conducted in English and

readings will be available in both German and English. Students with advanced German language skills will complete reading, some writing, and discussion in German. This course counts as elective credit for the major and minor in Philosophy. Distribution area: humanities.

408 Berlin: Evolution of a Metropolis
Not offered 2020-21

4 credits

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:* any 300-level German Studies course or consent of instructor. Offered every three years.

415 Imagination Now! Futures for the Non/Human
Not offered 2020-21

4 credits

How can literature, film, and art help us to imagine alternative worlds and envision just(er) futures? What forms of radical resistance and innovative responses do writers, filmmakers and artists provide in regard to the collapse of economic and ecological systems, human and non-human displacements and other precarities caused by colonial violence, neoliberal capitalism, and climate change? This interdisciplinary course will bring contemporary texts from the German-speaking world into dialogue with ecocriticism, feminist and queer theory, postcolonial theory and critical race theory to explore how fiction can spark our imagination, allow us to think through pressing contemporary problems in innovative and critical ways, and to illustrate how German culture and thought engages with current global and transnational challenges and ideas. The writers we study imagine speculative or utopian worlds, but go beyond classic science fiction tropes. Course taught in German. *Prerequisites:* any 300-level German Studies course or consent of instructor.

Cross-Listed Courses

These courses are taught in English, but may be elected as GERM courses. Students who enroll in the German section of these courses complete some reading, writing, and discussion in German.

215 Ethics after Auschwitz

Fall

Ireland

4 credits

This course examines the moral challenge of what it means to be ethical after Auschwitz. Using Hannah Arendt’s analysis of the concentration camp as a touchstone, it includes texts by Primo Levi, Victor Klemperer, Kant, Giorgio Agamben, Karl Jaspers, and Emmanuel Levinas, as well as poems by Nelly Sachs and Paul Celan, and the film *Son of Saul*. The course is appropriate for language students at the 200-level, who will read a subsection of texts in the original German. Course taught in English. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Philosophy 215. Open to Seniors by consent of instructor only. *Prerequisite:* German 106 or proficiency equivalent or consent of instructor.

318 Hannah Arendt as Political Thinker

Not offered 2020-21

4 credits

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 terms the *vita activa*. Texts will include selections from *Origins of Totalitarianism*, *The Human Condition*, and *Eichmann in Jerusalem* as well as essays from Arendt’s work on cultural theory. Course taught in English. Students will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Philosophy 318. *Prerequisite:* German 106 or proficiency equivalent or consent of instructor.

335 Romantic Nature**Fall****Jones****4 credits**

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? Course taught in English.. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Environmental Studies 335. *Prerequisite:* any 300-level German Studies class or consent of instructor.

339 Writing Environmental Disaster**Not offered 2020-21****4 credits**

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. Course taught in English. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Environmental Studies 339. *Prerequisite:* any 300-level German Studies class or consent of instructor.

422 Heidegger's Being and Time**Not offered 2020-21****4 credits**

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. Course taught in English. Students will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Philosophy 422. *Prerequisites:* German 106 and one philosophy course at the 200-level or above or consent of instructor.

Approved Affiliated Courses

These courses are taught in English in other departments, but deal with a significant amount of material related to the German speaking world.

Environmental Studies 308 *(Re)Thinking Environment*
 Environmental Studies 335 *Romantic Nature*
 Environmental Studies 339 *Writing Environmental Disaster*
 History 150 *Comrades come rally! Socialism and European Society*

History 277 *Revolutionary Europe: Democracy Rising*
 History 278 *Twentieth Century Europe*
 History 339 *Modern Germany: Imagining a Nation?*
 Music 298 *Music History II: Classical and Romantic Periods*
 Music 326 *Form and Analysis*

Philosophy 215 *Ethics after Auschwitz*
 Philosophy 216 *Cosmopolitanism, Citizenship and Belonging*
 Philosophy 225 *Concepts of Nature in Modern European Philosophy*
 Philosophy 318 *Hannah Arendt as Political Thinker*
 Philosophy 322 *Kant's Moral Philosophy*
 Philosophy 329 *Wittgenstein*
 Philosophy 338 *Hegel's Moral and Political Philosophy*

Philosophy 351 *What is the Human Being?*
 Philosophy 422 *Heidegger's Being and Time*
 Politics 122 *Introduction to Modern European Political Theory*
 Religion 219 *Modern Jewish Thought*
 Religion 245 *Jewish Ethics*
 Religion 291 *Animals, Ethics, and Religion*
 Religion 301 *Reason and Madness: Religion and Ethics from Kant to Nietzsche*

Independent Study and Thesis Courses

200-204 Topics in Applied German Studies 1-2 credits

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.

300-301 Topics in Applied German Studies 1-4 credits

Any current offerings follow.

352 Cracking the Code: German Studies Research Methods

Fall Ireland 1 credit

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 credits

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

Fall, Spring Staff 1-3 credits

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 credits

Designed to permit close study of one or more authors, a movement, or a genre in German literature. Conducted in German. *Prerequisite:* any 300-level German Studies course or consent of instructor. Any current offerings follow. Distribution area: humanities or cultural pluralism.

492 Senior Thesis**Fall, Spring****Staff****4 credits**

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**Fall, Spring****Staff****4 credits**

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 global literature. These classes are listed in the *Global Literatures* section of the catalog.

Global Literatures

Contact: Jack Iverson, Chair (on Sabbatical, 2020-2021)

Courses in Global Literatures are designed to enable students to pursue their interests in literature beyond linguistic boundaries. Courses are taught by faculty members who teach languages other than English, but all readings are in English, and classes are conducted in English. Students with adequate language proficiency are encouraged to consult with the instructor if they wish to complete part of the reading in the original version.

Distribution: Courses completed in Global Literatures apply to the humanities or cultural pluralism distribution areas, with the following exception:

No distribution: 391, 392

The Global Literatures minor:

- 18 Credits
- In addition to the courses listed under Global Literatures, the following course may be selected:
 - Classics 130, 205, 217, 226, 319, and 377
 - Environmental Studies 205, 217, 226, 230, 335, and 339
 - French and Francophone Studies, all 320-329 and 400-level courses
 - German Studies all 300- and 400-level courses
 - Hispanic Studies 341-344 and 400-level courses
 - Theater and Dance 210, 235, 372, and 377

201-204 Special Topics in Global Literatures, Intermediate Level

4 credits

Courses under this category explore selected topics in global literatures at the intermediate level. Any current offerings follow.

222 Introduction to Modern Japanese Literature and Culture

Not offered 2020-21

4 credits

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 South Asian and Middle Eastern Studies major or Japanese major or minor.

301 Chinese Literature and Film Adaptation

Fall

He

4 credits

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 South Asian and Middle Eastern Studies, Film and Media Studies major or Chinese minor.

305 Youth & Revolution in Contemporary Chinese Literature & Culture

Not offered 2020-21

4 credits

Nearly all important literary experiments and movements in contemporary Chinese culture and literature refashion the image of the young generation. This image often serves as the vehicle for cultural revolution and offers a window into major genres and structures within contemporary Chinese culture. This course explores the conceptions and formulations of the “new generation” through selected writers, playwrights, and artists, and in relation to larger socio-historical, cultural

and geopolitical movements. This course will expand students' understanding of youth culture to include a wide array of aesthetic and political appropriations within different frameworks, developing a nuanced understanding of changing cultural constructions of the youth beyond the traditional binary of the alternative and the oppositional. May be taken for credit toward the South Asian and Middle Eastern Studies major or the Chinese minor.

309 French National Cinemas

Not offered 2020-21

4 credits

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, literary adaptation, and the French response to Hollywood. May be taken for credit toward the French and Francophone Studies major, but not toward the French and Francophone Studies minor. May be taken for credit toward the Film and Media Studies major. May be elected as French 409. Not open to first-semester, first-year students when offered in the fall semester.

312 Solitude and Literary Imagination

Spring

Shigeto

4 credits

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 South Asian and Middle Eastern Studies major or Japanese minor.

320 Trauma & its Aftermath: Narrative, Witnessing & Remembrance

Fall

Simek

4 credits

Trauma has attracted critical attention as a limit case through which to explore the nature of selfhood, language, memory and power, and the ethical and political implications of representing violence. Taking contemporary examples of race- and gender-based violence, their intersections, and their specificities as a point of departure, students will examine debates in scholarship and activism over definitions of trauma, its personal and collective impacts, and the social, cultural, and political actions to be taken in its wake. We will pay particular attention to questions of narrative genre, medium and transmission, as well as the role of commemoration in projects to combat violence. May be taken for credit toward the Gender Studies major or the Race and Ethnic Studies major. May be elected as Gender Studies 320 or Race and Ethnic Studies 320.

325 Imagining Community through Contemporary Japanese Fiction and Film

Not offered 2020-21

4 credits

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 South Asian and Middle Eastern Studies major or Japanese minor.

328 Haiku and Nature in Japan**Fall****Takemoto****4 credits**

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 Japanese major or minor.

338 Undoing the Japanese National Narrative through Literature and Film**Not offered 2020-21****4 credits**

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 South Asian and Middle Eastern Studies major or Japanese minor.

351 Maid in Latin America: The Image of the Domestic Worker in Contemporary Cinema**Spring****Be****4 credits**

Can cinematic representations of the domestic worker (maid, nanny, butler), once merely a disparaged stock character relegated to supporting roles, embody the complex intersectionality of gender, racial, ethnic, and socioeconomic differences? This course examines the degree to which contemporary films from Hollywood and Latin America reinforce, challenge, or subvert traditional stereotypes of the subservient and docile housekeeper in depicting complex subjectivities that expose and contest outdated tropes, calling into question both social and cultural conventions. Together we will examine structural and aesthetic devices that accompany this shift in representation from marginalized invisibility to an increasingly empowered, independent subject under the scrutiny of the camera's gaze. Students can expect to discuss recurring thematic issues including classism, sexism, ethnic bias, strained family dynamics, repressed conflicts, and clashing class expectations. We also will consider how these films, while centered on the ways in which individuals navigate hierarchical power dynamics within the intimate confines of the private home, critique social and economic inequalities within the broader context of a society or nation. Potential works under study include those produced in countries with rich cinematic histories including Argentina, Brazil, Mexico, and the United States alongside recent productions from Bolivia, Chile, Colombia, Peru; genres under study include filmic shorts, fictional features, and documentary films. Course taught in English, coursework in English. Evaluation will be based upon class participation, formal oral presentations, written responses, and a final research project. May be taken for credit toward the Race and Ethnic Studies major, Film and Media Studies major, or Gender Studies major. May be elected as Hispanic Studies 451 with a *Prerequisite* of Hispanic Studies 341, 342, 343 or 344, or consent of instructor. *Prerequisite for Global Literatures 351*: none.

387-390 Special Studies in Global Literatures**4 credits**

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.

391, 392 Independent Study**Fall, Spring****Staff****1-3 credits**

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**Spring****Zalloua****4 credits**

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 and Francophone Studies major, Gender Studies major, or Race and Ethnic Studies major. May be elected as English 375.

407 Visual Narrations: The Art and Architecture of the Graphic Novel**Not offered 2020-21****4 credits**

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 Hispanic Studies major or the Film and Media Studies major. Applies to the Narrative/Essay or Visual Cultures requirement for the Hispanic Studies Major.

Global Studies

Director: Leena Knight, Biology

The Concentration in Global Studies is a framework for students to demonstrate and be recognized for in-depth interdisciplinary engagement with global themes, processes, and problems, regardless of their majors or minors.

Learning Goals:

After completing the Concentration in Global Studies students should be able to:

- Move beyond seeing “the global” as exclusively “foreign.” They will be able to place themselves and their communities in webs of natural, economic, cultural, and social connections that defy geopolitical borders.
- Articulate how they have worked to defamiliarize their own assumptions about the world and their positions in it through rigorous, sustained engagement with difference.
- Demonstrate the ways that their education at Whitman has helped them make complex connections among various disciplinary perspectives on important global issues. More specifically, students should be able to demonstrate how they have engaged with the concepts of “global systems and histories,” “global circulations and movements,” and “global places and events” (as described below) from multiple disciplinary perspectives.

Please contact the Director of Global Studies for a complete list of concentration-affiliated faculty who may serve as advisors. Students may declare the Concentration at any time until first semester of their Senior year.

The Concentration in Global Studies:

- Concentration requirements
 - One course from different departments in each of the three Global thematic areas (see course lists below) for a minimum of 12 credits:
 - Global Systems & Histories
 - Global Circulations & Movements
 - Global Places & Events
 - Global engagement, analysis, and reflection consists of the three groups listed below. Students must complete one item from each of the areas.
 - Language Immersions: 6 credits of language study
 - Completed on-campus
 - Advisor-approved Off-Campus Studies (OCS) coursework
 - Or a combination of the two
 - Can be completed with more than one language. Advisors will work with OCS staff to assess the rigor of OCS-based language study when approving OCS programs for this requirement.
 - Off-Campus Education
 - 1 semester OCS in a country other than the U.S. (U.S.-based programs will be assessed by advisor on a case-by-case basis.)
 - Crossroads course or other advisor-approved short-term OCS (3-6 credit programs)
 - Globally-focused internship approved by Concentration advisor.
 - Analysis & Reflection
 - CGS Sophomore Fellows seminar
 - Post-OCS seminar
 - Co-taught Global Studies seminar
 - Approved Analysis and Reflection courses
 - FMS 340, Politics 331, Biology/History 121, or English 376
- Final portfolio
 - Student learning assessment which consists of:
 - Integrative essay
 - Portfolio of work
 - Outgoing interview with faculty advisor

Courses in Global Systems & Histories, Global Circulations & Movements, and Global Places & Events

Global Systems & Histories:

- Anthropology 101 *Becoming Human: An Introduction to Anthropology*
 Anthropology 102 *Introduction to Cultural Anthropology*
 Anthropology 217 *Language and Culture*
 Anthropology 306 *Culture, Politics, Ecology*
 Art History and Visual Culture Studies 210 *Museums and the Politics of Display*
 Art History and Visual Culture Studies 357 *Art of Colonial India*
 Chemistry 315 *Marine & Freshwater Chemistry*
 Chemistry 388 *Environmental Chemistry and Engineering*
 Classics 130 *Ancient Mythology*
 Economics 277 *Global Environmental and Resource Issues*
 Economics 448 *International Finance*
 all offerings of English 376: *Studies in Colonial and Anti-Colonial Literature*
 Environmental Studies 327 *Biodiversity*
 Film and Media Studies 340 *Globalization, Culture, & Media*
 Gender Studies/Global Literatures/Race & Ethnic Studies 320 *Trauma & its Aftermath: Narrative, Witnessing & Remembrance*
 Geology 125 *Environmental Geology*
 Geology 229 *Geology and Ecology of Soils*
 Geology 301 *Hydrology*
 Geology 312 *Earth History*
 Geology 405 *Volcanoes and Solid Earth*
 Geology 415 *Terroir*
 Hispanic Studies 431 *(Re)Conquistadores: How Medieval Iberian Imperialism Shaped Spanish American Colonialism*
 History 155 *Animal, Vegetable, and Mineral: Natural Resources in Global Environmental History*
 History 219 *Nation Creation: Latin America in the Nineteenth Century*
 History 220 *The Ottoman Empire*
 History 226 *Meet the Ancient Greeks*
 History 227 *Meet the Romans*
 History 231 *Oceans Past and Future: Introduction to Marine Environmental History*
 History 250 *New Worlds, New Empires: North America 1600-1800*
 History 277 *Revolutionary Europe; Democracy Rising*
 History 278 *Twentieth-Century Europe*
 History 344 *China in Revolution*
 Music 115 *Introduction to World Music*
 Physics 105 *Energy and the Environment*
 Politics 119 *Whitman in the Global Food System*
 Politics 147 *International Politics*
 Politics 320 *The Politics of Global Security*
 Politics 331 *The Politics of International Hierarchy*
 Politics 363 *Genealogies of Political Economy*
 Race and Ethnic Studies 105 *Introduction to Race and Ethnic Studies*
 Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*
 Religion 109 *Conceptions of Ultimate Reality*
 Religion 110 *Religion and the Senses*
 all offerings of Religion 116 and 117 *Comparative Studies in Religion*
 Religion 152 *Saintly Lives*
 Religion 205 *Introduction to Christianity*
 Religion 207 *Islamic Traditions*
 Religion 209 *Jewish Texts and Traditions*
 Religion 236 *Comparative Scriptures*
 Religion 250 *Theravāda Buddhism*
 Religion 251 *Mahāyāna Buddhism*
 Religion 304 *Muslim Bodies*
 Sociology 329/Environmental Studies 329 *Environmental Health*
 Sociology 340 *Economic Sociology*
 Sociology 353/Environmental Studies 353 *Environmental Justice*
 Sociology 369 *Social Stratification*

Global Circulations & Movements:

- Anthropology 313 *Communism, Socialism, and the Environment*
- Anthropology 325 *Anthropology of New/Digital Media*
- Anthropology 327 *Anthropology and History*
- Anthropology 330 *Resistance and Refusal*
- Anthropology 360 *The Cultural Politics of Science*
- Art History and Visual Culture Studies 243 *Buddhist Art in Asia*
- Art History and Visual Culture Studies 353 *Blues, Blood, Bruise: Blackness in Art*
- BBMB 430 *Infectious Disease*
- Biology 118 *Agroecology*
- Biology 121/History 121 *History and Ethnobiology of the Silk Roads*
- Biology 130 *Conservation Biology*
- Biology 212 *Natural History of the Inland Northwest*
- Biology 288 *Plants and Peoples*
- Biology 327 *Biology of Amphibians and Reptiles*
- Chemistry 100 *Introduction to Environmental Chemistry and Science*
- Chemistry 315 *Marine and Freshwater Chemistry*
- Classics 205 *Women and Nature in the Ancient World*
- Economics 448 *International Finance*
- English 246 *Native American Literatures*
- English 387 *ST: History of the Book*
- Environmental Studies 305 *Water in the West*
- Environmental Studies 308 *(Re)Thinking Environment*
- Film and Media Studies 340 *Globalization, Culture, & Media*
- Film and Media Studies 345 *The Middle East in Cinema & Media*
- Gender Studies/Global Literatures/Race & Ethnic Studies 320 *Trauma & its Aftermath: Narrative, Witnessing & Remembrance*
- Geology 130 *Weather and Climate*
- German Studies 310 *Migration and Identity in Contemporary Germany*
- German Studies 339/Environmental Studies 339 *Writing Environmental Disaster*
- German Studies 408 *Berlin: Evolution of a Metropolis*
- Global Literatures 325 *Imagining Community through Contemporary Japanese Fiction and Film*
- Hispanic Studies 446 *Indigenous Performativity in the Andes*
- Hispanic Studies 456 *Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina*
- Hispanic Studies 427 *Crossing Borders: Latin American Narratives of Migration*
- History 127 *Islamic Civilization I: The Early and Medieval Islamic World*
- History 128 *Islamic Civilization II: The Modern*
- History 332 *Conversion, Crusade, and Conquest: European Cultural Encounters, c. 400-1600*
- History 335 *Modern European Imperialism*
- History 340 *A Tale of Two Cities - Carthage & Rome*
- History 348 *Horseriders and Samurai: Comparisons in Early Modern East Asia*
- History 364 *Sugar, Sex, & Slavery: The History of the Black Atlantic*
- Music 358 *Music and Diplomacy*
- Philosophy 137 *Skepticism, Relativism, and Truth*
- Philosophy 205 *The Genesis of Non-Violence*
- Philosophy 216 *Cosmopolitanism, Citizenship, and Belonging*
- Philosophy 227 *Concepts of Nature in Modern European Philosophy*
- Philosophy 318/German Studies 318 *Hannah Arendt as Political Thinker*
- Physics 103 *Sound and Music*
- Politics 207 *Islam and Politics*
- Politics 225 *Introduction to Indigenous Politics*
- Politics 232 *Politics of Globalization*
- Politics 301 *The Art of Revolution*
- Politics 312 *Humanism between Europe and its Others*
- Politics 334 *The U.S.-Mexico Border: Immigration, Development, and Globalization*
- Politics 359 *Gender and International Hierarchy*
- Politics 367 *African Political Thought*
- Politics 322/Environmental Studies 322 *The Anthropocene*
- Psychology 230 *Social Psychology*
- Psychology 232 *The Psychology of Prejudice*
- Psychology 311 *Development and Parenting Across Cultures*
- Psychology 317 *Perspectives on Disgust*
- Psychology 336 *Social Stigma*
- Religion 150 *Evil and Suffering*
- Religion 203 *What is Religion?*
- Religion 208 *Buddhist Ethics*
- Religion 213 *Buddhist Monasticisms*
- Religion 214 *American Jewish Thought*
- Religion 219 *Modern Jewish Thought*
- Religion 227 *Christian Ethics*
- Religion 245 *Jewish Ethics*
- Religion 305 *Gender and Identity in Judaism*
- Religion 307 *Mediating Religions*
- Religion 310 *Hearing Islam*
- Religion 314 *Approaches to Religion, Violence and War*
- Religion 358 *Feminist and Liberation Theologies*
- Rhetoric, Writing and Public Discourse 360 *The Rhetoric of Social Protest: Exploring the Arab*

Islamic World: The Ottomans to Arafat
 History 160 *Troy & the Trojan War*
 History 204 *The Syrian War: From the Rise of Asad to the Specter of ISIS*
 History 214 *Sex in the Casbah: Sex, Gender & Islam*
 History 217 *Decolonization in Africa*
 History 230 *International Relations of the Middle East*
 History 232 *Changing Landscapes: Introduction to Terrestrial Environmental History*
 History 235 *The Arab Spring in Historical Context*
 History 287 *Colonial Latin America*
 History 314 *Colonial Moment in Africa*
 History 320 *Alexander the Great and the Hellenistic Kingdoms*
 History 322 *History of the Palestinian-Israeli Conflict*
 History 329 *Rights, Revolution, and Empire: France 1789-1815*

Global Places & Events:

Anthropology 206 *Anthropology and Europe*
 Anthropology 219 *Chinese Religions*
 Anthropology 220 *China Now*
 Anthropology 259/Environmental Studies 259 *Culture, Environment and Development in the Andes*
 Art History and Visual Culture Studies 246 *The Art of India*
 Art History and Visual Culture Studies 351 *Los Angeles: Art, Architecture, Cultural Geography*
 Art History and Visual Culture Studies 352 *Art/Environment*
 Art History and Visual Culture Studies 356 *The Taj Mahal and Beyond: The Art and Architecture of Mughal India*
 Chemistry 100 *Introduction to Environmental Chemistry and Science*
 Chemistry 102 *Chemistry in Art*
 Classics 139 *Greek and Roman Intellectual History*
 Classics 217 *Classical Foundations of the Nature Writing Tradition*
 Art History and Visual Culture Studies/Classics/History 224 *Greek and Roman Art*
 Classics 319 *Landscape and Cityscape in Ancient Rome*
 Environmental Studies/German 335 *Romantic Nature*
 Film and Media Studies 305 *Global Comics*
 French 316 *Contemporary France and the Francophone World*
 Geology 340 *Volcanoes*
 Global Literatures 301 *Chinese Literature and Film Adaptation*
 Global Literatures 309 *French National Cinemas*
 Global Literatures 325 *Imagining Community through*

Spring
 Rhetoric, Writing and Public Discourse 365 *Rhetoric and Violence*
 Sociology 230 *Social Psychology*
 Sociology 267 *Race and Ethnic Group Relations*
 Sociology 278 *Social Movements and Social Change*
 Sociology 290 *The Sociology and History of Rock 'n' Roll*
 Sociology 337 *Seminar in Cultural Sociology*
 Sociology 353/Environmental Studies 353 *Environmental Justice*
 Theater 210 *World Theater*

Hispanic Studies 430 *Tri-Cultural Spain: Islam, Judaism and Christianity on the Iberian Peninsula (632-1492)*
 Hispanic Studies 444 *Decolonial Strategies in Latin(o) America*
 Hispanic Studies 427 *Crossing Borders: Latin American Narratives of Migration*
 History 218 *Africa to 1885*
 History 329 *Rights, Revolution, and Empire: France 1789-1815*
 History 333 *Never-Ending Revolution? The French Experiment, 1789-2002*
 History 339 *Modern Germany: Imagining a Nation?*
 History 355 *Pacific Whaling History*
 Politics 114 *Introduction to African Politics*
 Politics 208 *Middle East Politics*
 Politics 228 *Political Ecology*
 Politics 240 *Mexico: Politics and Society in the Age of NAFTA*
 Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*
 Religion 153 *Religion and Native America*
 Religion 204 *African American Religious Traditions*
 Religion 221 *Brahmins, Buddhists and Jains*
 Religion 222 *Hindu India*
 Religion 330 *Multireligious South Asia*
 Rhetoric, Writing and Public Discourse 360 *The Rhetoric of Social Protest: Exploring the Arab Spring*
 Sociology 220 *Latin@s in the United States*
 Sociology 271 *Asian Americans in Contemporary Society*

Contemporary Japanese Fiction and Film

Global Literatures 338 *Undoing the Japanese National*

Narrative through Literature and Film

Hispanic Studies 426 *Inventing Spain*

Hispanic Studies

Chair: Nico Parmley
 Aarón Aguilar-Ramírez
 Janis Be
 Carlos Vargas-Salgado

Courses in Hispanic Studies focus on critical thinking, academic writing, Hispanic culture and Spanish language skills. **Placement in Hispanic Studies courses:** Students who have previously studied Spanish in secondary school, college, or elsewhere must take a placement test before enrolling in a Hispanic Studies course at Whitman College. The Spanish language 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. Note: In order to evaluate effectively the student's target language ability, the Spanish language test should be taken without notes or outside assistance.

Students who have already taken a Spanish or Hispanic Studies 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 in Hispanic Studies 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 high proficiency 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, Latin American, and U.S. Latina and Latino literary, poetic, dramatic, cinematic, visual and performative cultural production. Acquire a critical and nuanced understanding of Peninsular, 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.

Total credit requirements for a Hispanic Studies major: 34

The Hispanic Studies major:

- 34 Credits
- Required Courses
 - 8 credits from any two (2) of these four courses: Hispanic Studies 341, 342, 343, 344
 - Hispanic Studies 490
 - A minimum of 22 additional credits to fulfill the following six areas
 - At least one course in Narrative/Essay taught in Spanish at the 400 level
 - At least one course in Theatre/Performance taught in Spanish at the 400 level
 - At least one course in Visual Cultures taught in Spanish at the 400 level
 - At least one course in Lyric/Verse taught in Spanish at the 400 level
 - A course that combines two or more of the four genres listed above can fulfill only one of the genre requirements.
 - At least one upper-level language skills course from the following: Hispanic Studies 306, 308, 320, 321, 325, or 326, or the equivalent in transfer or study abroad credit
 - Remaining credits may be earned through the completion of additional courses taught in Spanish at the 308 level or above; one course at the 320 level or above taught in English at Whitman by a member of the Hispanic Studies faculty (the course may be listed through global literature, film

and media studies, or through another humanities department); or the equivalent in transfer or study abroad credit. Hispanic Studies 143 and 144 may also count toward the major.

- Other notes
 - The genre course requirements may be partially fulfilled by one 300- or 400-level seminar taught in English if the course is taken at Whitman and taught by a member of the Hispanic Studies faculty
 - No courses may be taken PDF or as independent study
 - Courses taught in English at other institutions may not be applied to the major
 - All courses taught in English used to fulfill the major requirements must be taken at Whitman, and taught by members of the Hispanic Studies faculty; these may include Hispanic Studies 143, 144, and seminars taught at the 300 and 400 level.
 - No more than 8 credits toward the major can be from such courses taught in English
 - AP and IB credit may not be applied to the major
 - 23 credits must be completed at Whitman
- Senior Requirements
 - Senior assessment
 - Hispanic Studies 490
 - The completion of an original research project analyzing an aspect of Hispanic Studies (Peninsular, Latin American, and/or U.S. Latinx essay/narrative, lyric/verse, theatre/performance and/or visual cultures). This project will be:
 - written in Spanish
 - use primary and secondary sources
 - approximately 20 pages in length (minus footnotes and bibliography)
 - be approved and guided by the Hispanic Studies senior seminar advisor
 - An hour-long oral exam in Spanish where the student will:
 - defend the research project
 - answer questions about the project in the context of the field of Peninsular, Latin American, and/or U.S. Latinx essay/narrative, lyric/verse, theatre/performance and/or visual cultures.
 - answer general questions about the student's Hispanic Studies major program of study
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Hispanic Studies minor:

- 18 Credits
- Required Courses
 - Two of the following four courses: Hispanic Studies 341, 342, 343, 344
 - One 400 level course on campus or Off Campus Studies course credit
 - Additional credits to fulfill the minor may be earned from Hispanic Studies 143, 144, or any other course taught in Spanish numbered above 326 or equivalent

- Other notes
 - Only 8 credits from the following courses can be counted: Hispanic Studies 305, 306, 308, 320, 321, 325, or 326 or the equivalent
 - At least 12 of the 18 credits must be taken on campus
 - No courses can be taken PDF or by independent study
 - AP and IB credit may not be applied to the minor

The Latin American Studies minor for Hispanic Studies majors:

- 20 Credits
- Required Courses
 - Three Latin American history courses
 - At least eight credits at Whitman
 - Eight credits from the following
 - Anthropology 250, 259, History 283, 287, 384, 387, 389, 495, Hispanic Studies 457, and Global Literatures 387-390 (when the topic is Spanish American cinema or literature)
 - Other courses by consent
- Other notes
 - No courses PDF or as independent study
 - Courses applied toward the Hispanic Studies major or minor may not be applied to the Latin American Studies minor

108 Introductory Spanish

Spring

Parmley

4 credits

In this one semester intensive 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.

143 U.S. Latinx Literatures and Cultures: An Introduction

Fall

Aguilar-Ramírez

4 credits

Is there such a thing as a U.S. “Latinx” literary tradition? If so, what are its core narrative characteristics, social and cultural concerns, and political interventions? In this introductory course, students will read major works by U.S. Latinx writers and cultural producers from the twentieth and twenty-first centuries, particularly texts pertaining to the nationalist movements of the 1960s and 1970s, the feminist and queer turns of the 1980s and 1990s, as well as the formal innovations of twenty-first century Latinx writing. Students will examine the generic characteristics of Latinx narrative while considering the cultural, social, and political specificities of the various ethnic and national traditions that fall under the umbrella term “Latinx.” Texts studied may be drawn from the work of authors such as José Antonio Villarreal, Rudolfo Anaya, Lucha Corpi, Piri Thomas, Esmeralda Santiago, Junot Díaz, Cristina García, and Carmen María Machado, among others. Evaluation is based on class participation, oral and written assignments, and a mid-term and final exam. This course is open only to first- and second-year students; junior students by consent of instructor. This course counts as elective credits toward Hispanic Studies major or minor. Course taught in English. May be taken for credit toward Race and Ethnic Studies major or minor.

144 Contemporary Latin American Cinema: An Introduction

Not offered 2020-21

4 credits

With the increasing globalization of the film industry, what might “national” cinema from Latin America mean today? This course offers a panoramic exploration of major thematic trends and innovative visual aesthetics of contemporary Latin American cinema. Together we will engage in debates about film as art, as social critique, as resistance, and/or as entertainment. Using approaches that both embrace and critique the study of national cinemas, we consider how landmark films produced in the 21st century highlight specific cultural and political issues as well as how cinematography, as an artistic medium, grapples with questions of filmic representation. Potential works under study include those produced by auteurs in countries with rich cinematic histories including Argentina, Brazil and Mexico (Albertina Carri, Lucrecia Martel, Walter Salles, Fernando Meirelles, José Padilla, Alejandro González Iñárritu, Alfonso Cuarón, and Guillermo del Toro)

alongside recent productions from Bolivia, Chile, Colombia, Cuba, etc. Course activities include film screenings, discussion of scholarly articles focusing on film theory and analysis, oral presentations, and writing short, critical papers. This course is open only to first- and second-year students; junior students by consent of instructor. This course counts as elective credits toward Hispanic Studies major or minor. May be taken for credit toward the Film and Media Studies major or minor or the Latin American Studies minor. Course taught in English, all films will be screened in Spanish with English subtitles. *Corequisite*: Hispanic Studies 144S.

205, 206 Intermediate Spanish

Fall, Spring **Fall: Aguilar-Ramírez; Spring: Vargas-Salgado** **4 credits**

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 for 205*: Hispanic Studies 108. *Prerequisite for 206*: Hispanic Studies 205. Students who have not taken Hispanic Studies 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

Fall, Spring **Fall: Vargas-Salgado; Spring: Be** **4 credits**

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 for 305*: Hispanic Studies 206. *Prerequisite for 306*: Hispanic Studies 305. Students who have not taken Hispanic Studies 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.

308 Spanish for Heritage Speakers

Not offered 2020-21

4 credits

A class designed specifically for students who are native or heritage speakers of Spanish. We define Heritage Speakers as students who were raised in homes where Spanish was spoken, but have not studied the language formally. Usually Heritage Speakers show a high oral proficiency, but have little or no training in academic Spanish. The class is focused on developing reading and writing skills in Spanish through critical analysis of cultural and historical material. *Prerequisite*: Placement into Hispanic Studies 205 or above on the placement exam, or consent of instructor.

320 Reel Dialogues: Language, Conversation, and Introduction to Film Analysis

Fall **Be** **4 credits**

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*: Hispanic Studies 306; placement exam 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

Not offered 2020-21

4 credits

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*: Hispanic Studies 306; placement exam 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

Not offered 2020-21

4 credits

This course is designed for students with an interest in Spanish-English translation in the healthcare field, 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:* Hispanic Studies 306; placement exam 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**Spring****Parmley****4 credits**

This course is designed for students with an interest in Spanish-English translation in fields such as law, immigration, human rights, and community 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:* Hispanic Studies 306; placement exam or consent of instructor. This course is open only to first- and second-year students; other students by consent of instructor.

341 Writing in the Air: Theatre and Performance in the Contemporary Hispanic World**Spring****Vargas-Salgado****4 credits**

Reading, analysis, and discussion of contemporary dramas and performances from Spain, Latin America, and U.S. Latino communities in Spanish language. Writers/Theatre artists reviewed, are: Federico García Lorca, Ramón del Valle Inclán, Arístides Vargas, Grupo La Candelaria, Sara Joffré, José Sanchis Sinisterra, José Triana, Hugo Salcedo, Guillermo Gómez Peña, Griselda Gambaro, Gracia Morales, among others. Methodologically, this course focuses on critical thinking and academic writing in Spanish language through class discussions, reaction papers, and oral presentations. Material studied includes written texts as well as filmed plays, digital media, drama, and performance art. The class also includes attendance to a number of live performances on campus. Course taught in Spanish. *Prerequisite:* Hispanic Studies 306; placement exam; or consent of instructor. *Note:* Hispanic Studies 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 Love, Nation and Religion: Contact and Exchange in the Development of Hispanic Poetry**Fall****Parmley****4 credits**

In this course, we will investigate Hispanic poets and poetry from the Iberian Peninsula and Latin America, from the Middle Ages to the 21st century. As we travel through space and time through various cultural "frontiers" and relevant literary movements—Medieval, Renaissance and Baroque, Modernism, and various manifestations of the Avant-garde—we will analyze elements of contact, exchange, and cultural multiplicity, as well, and in particular, the concepts and tropes of love, the nation and religion in the context of cultural identity and historical memory. We begin the course with discussion and analyses of the medieval forms and formations of these themes, moving more or less chronologically across Iberia towards Latin America in order to evaluate how different authors formulated original responses and/or adopted past forms to express similar notions of love, nation and religion. In this broad cultural space of contact and exchange, Hispanic poetry from the Middle Ages to the present, from Iberia to Latin America, reveals a Hispanic culture continuously—though not always consistently—preoccupied with cultural memory and rival notions of political, confessional and linguistic memory. As we discuss the various and variant poetic traditions across space and time, students are encouraged to question linguistic and religio-political hegemony, interrogate notions of ideological and aesthetic rupture and continuity, and consider competing visions of Spanish history. 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:* Hispanic Studies 306; placement exam; or consent of instructor. *Note:* Hispanic Studies 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 The Stuff of Stories: Elements of Narrative in Hispanic Short-Form Fiction**Spring****Aguilar-Ramírez****4 credits**

This course is an introduction to the Hispanic narrative traditions of Latin America, Spain, and the United States. The main objective is to train students in practices of close reading, critical thinking, and academic writing. In this panoramic survey of Hispanic narrative, students can expect to analyze: the figures of the author, narrator, and reader; the characteristics of the novel, short story, and essay forms; issues of representation, knowledge and truth; the interventions of Hispanic narrative in the United States; and themes of gender and sexuality. Evaluation is based on short analytical essays, class participation, formal oral presentations, and a final research paper. *Prerequisite:* Hispanic Studies 306; placement exam; or consent of instructor. Course taught in Spanish. *Note:* Hispanic Studies 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 Reading the Visual: Storytelling through Hispanic Comics, Films, and Graphic Novels**Fall****Be****4 credits**

This course serves as an introduction to comic strips, films, and graphic novels from across Latin America, Spain, and Spanish speaking communities within the United States. Students can expect to engage in discussion and critical analysis of key works from renowned cartoonists, directors, and artists including Maitena, Quino, Liniers, Víctor Erice, Guillermo del Toro, Pablo Picasso, Diego Velázquez, Alberto Fuguet and Gonzalo Martínez. We will also study intertextuality and adaptation as methods for considering storytelling and visual form across media. The main objectives of this course are to train students in practices of close, contemplative readings of visual texts and to enhance skills in critical thinking and academic writing. *Prerequisite:* Hispanic Studies 306; placement exam; or consent of instructor. Course taught in Spanish. *Note:* *Hispanic Studies* 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.

425 Tropics of Disaster: Hispanic Speculative Fiction in the End of Times**Spring****Aguilar-Ramírez****4 credits**

This class examines narrative and visual representations of dystopia, utopia, and the apocalypse in the Hispanic Caribbean, US-Mexico borderlands and Central America. While speculative genres—fantasy, science fiction, horror—often envision what the future may have in store for humankind, they also compel us to reflect on the present limitations of our collective social, political, and cultural imagination in dealing with the pressing issues of the times; often, these genres also reflect on the enduring consequences of significant historical events. In this class we will consider the interventions of twenty-first century speculative fiction and visual narrative in the tropics, focusing on their critiques of the present, conjectures for the future, and assessments of the past. We will examine the possibilities speculative genres offer us for contending with twenty-first century problems relating to transnational migration and borders, revolution and civil war, colonialism and neocolonialism, drug and human trafficking, and environmental disaster. Evaluation is based on class participation, oral and written assignments, and a final research paper. Course taught in Spanish. May be applied to the narrative/essay or visual cultures requirement for the major in of the Hispanic Studies. Satisfies 400 level requirement for Hispanic Studies minor. May be taken for credits toward the Race and Ethnic Studies major or minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

426 Queer Latinidades: Gender and Sexuality in the Americas**Not offered 2020-21****4 credits**

This course analyzes articulations of queerness in contemporary Latin American and U.S. Latinx narrative. In the first half of the course we will sample queer narratives from the Caribbean and Latin America, and we will conclude by attending to the narrative production of queer Latinxs in the United States. Our work will consist of examining the various narrative techniques that shape understandings of queerness across the continent, while tracing the configurations of race and class, ethnicity and nationality, and immigration and legal status that routinely intersect with queerness. Primary readings may be drawn from authors such as Ricardo Piglia, Pedro Lemebel, Luis Negrón, Rita Indiana, Reinaldo Arenas, Sonia Rivera-Valdés, Achy Obejas, John Rechy, Manuel Muñoz, and Ana Castillo, among others. Evaluation is based on class participation, oral and written assignments, and a final research paper. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies the 400 level requirement for Hispanic Studies minor. Course is taught in Spanish. May be elected as Gender Studies 460. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344 or consent of instructor.

427 Crossing Borders: Latin American Narratives of Migration**Not offered 2020-21****4 credits**

Stories that vilify Latin American immigrants as invaders and criminals or, alternatively, that vindicate the immigrant as an example of bootstrapped determination and hard work abound in U.S. popular discourses. Yet these narratives flatten the complexity of the migrant experience to the United States, and erase the rich traditions of migrant and border writing by Latin Americans and U.S. Latinxs. This course offers a comprehensive study of Latin American and U.S. Latinx migrant and border narrative fiction, nonfiction, film, and poetry in Spanish and English. Students interrogate the categories “immigration” and “immigrant” by analyzing a diverse cast of migrant subjects: economic immigrants, exiles, colonial diasporic subjects, refugees, “atravesados” in the borderlands, and tourists and sojourners. Evaluation is based on class participation, written and oral assignments, and a final research paper. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies 400 level requirement for Hispanic Studies minor. Courses taught in Spanish. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

428 Spanglish: Discourses of Language and Cultural Identity in the United States**Not offered 2020-21****4 credits**

What is Spanglish? Is it a Spanish “deformed” by the English language, as the Real Academia Española has traditionally defined it? Or is it instead a form of cultural resistance practiced in the Hispanic territories historically occupied by the United States? This course analyzes “Spanglish” as a capacious symbol for broad, long-standing issues of identity, belonging, and cultural citizenship in the United States. Our analysis of bilingual literary artifacts, personal essays, and cultural commentaries will attend to the ways in which discourses of language intervene in notions of Latinx belonging, ethnonational identity, and cultural citizenship in the United States. Primary texts may be drawn from authors such as Gloria Anzaldúa, Sandra Cisneros, Gary Soto, Giannina Braschi, Ana Lydia Vega, Tato Laviera, and Gustavo Pérez-Firmat, among others. Evaluation is based on class participation, oral and written assignments, and a final research paper. Course taught in Spanish. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies 400 level requirement for Hispanic Studies minor. Courses taught in Spanish. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

430 Tolerance, Culture and Violence: How Muslims Christians and Jews shaped the Iberian Peninsula**Not offered 2020-21****4 credits**

Scholars have referred to medieval Muslim Spain as the “Ornament of the World” in which Muslims, Christians and Jews created a culture of tolerance. In this course, we will investigate the following: To what extent can the Andalusian period be considered a “golden age” of Islamic (European?) civilization? How did this period of Muslim control mold Iberian identity, both past and present? 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? From the overthrow of the damascene Umayyad Dynasty in 750 CE, to the fall of Muslim Granada and the expulsion of the Jews in 1492, to present-day Spanish immigration policies, this course examines how the three dominant cultures of the Iberian Peninsula (Muslim, Christian and Jewish) shaped past and present Iberian culture. Readings include historical, religious, political and literary studies of medieval, early modern, and contemporary Iberia and North Africa. Primary texts include historiographies, travel narratives, wine/garden songs, Inquisition records, theological treatises and epic poetry. May be applied to the Lyric/Verse or Narrative/Essay requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

431 (Re)Conquistadores: How Medieval Iberian Imperialism Shaped Spanish American Colonialism**Fall****Parmley****4 credits**

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 to the Lyric/Verse or Narrative/Essay requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 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

Not offered 2020-21

4 credits

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. Course taught in Spanish. May be applied as the Lyric/Verse requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

433 (Neo) Baroque Perspectives: Aesthetics of Deconstruction

Not offered 2020-21

4 credits

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 Lyric/Verse or Narrative/Essay requirement. Course taught in Spanish. . Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

444 Decolonial Strategies in Latin(o) America

Not offered 2020-21

4 credits

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). May be applied to the Theatre/Performance or Narrative/Essay requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

445 Theater for Social Change in Latin America: Theories and Practices

Fall

Vargas-Salgado

4 credits

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 (Colombia)

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 taught in Spanish. May be applied toward the Theatre/Performance requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

446 Indigenous Performativity in the Andes

Not offered 2020-21

4 credits

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). May be applied to the Theatre/Performance requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

447 Staging Memory & Cultural Identities: Performative Discourses in the Contemporary Hispanic World

Not offered 2020-21

4 credits

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, Ramón Griffiero, Eduardo Pavlovski, Ariel Dorfman) and US Latino/a (Gómez Peña, Tanya Saracho, Luis Valdez) authors and companies. May be applied to the Theatre/Performance requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

450 Anti/Fictions: Metafiction in Hispanic Fiction and Film

Not offered 2020-21

4 credits

Self-referential novels and films unmask the conventions of literary and cinematic invention, openly scrutinizing their narrative and linguistic identity. The authors and directors of these (anti)fictions overtly thematize language and referentiality, techniques of artistic creation, 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? May be applied to the Visual Cultures or Narrative/Essay requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

451 Maid in Latin America: The Image of the Domestic Worker in Contemporary Cinema

Not offered 2020-21

4 credits

Can cinematic representations of the domestic worker (maid, nanny, butler), once merely a disparaged stock character relegated to supporting roles, embody the complex intersectionality of gender, racial, ethnic, and socioeconomic differences? This course examines the degree to which contemporary films from Hollywood and Latin America reinforce, challenge, or subvert traditional stereotypes of the subservient and docile housekeeper in depicting complex subjectivities that expose and contest outdated tropes, calling into question both social and cultural conventions. Together we will examine structural and aesthetic devices that accompany this shift in representation from marginalized invisibility to an increasingly empowered, independent subject under the scrutiny of the camera's gaze. Students can expect to discuss recurring thematic issues including classism, sexism, ethnic bias, strained family dynamics, repressed conflicts, and clashing class expectations. We also will consider how these films, while centered on the ways in which individuals navigate hierarchical power dynamics within the intimate confines of the private home, critique social and economic

inequalities within the broader context of a society or nation. Potential works under study include those produced in countries with rich cinematic histories including Argentina, Brazil, Mexico, and the United States alongside recent productions from Bolivia, Chile, Colombia, Peru; genres under study include filmic shorts, fictional features, and documentary films. Coursework in Spanish. Evaluation will be based upon class participation, formal oral presentations, written responses, and a final research project. May be applied to the Visual Cultures requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. May be taken for credit toward the Race and Ethnic Studies major or minor, Film and Media Studies major or minor, or Gender Studies major or minor. May be elected as Global Literature 351 with no prerequisites. *Prerequisite:* Hispanic Studies 341, 342, 343 or 344, or consent of instructor.

456 Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina
Not offered 2020-21 **4 credits**

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. May be applied to the Visual Cultures or Narrative/Essay requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

457 The Persistence of Memory: Cultural Representations of Argentina's "Guerra Sucia"
Not offered 2020-21 **4 credits**

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. May be applied to the Visual Cultures or Narrative/Essay requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

458 Visual Voices/Voces visuales: Hispanic Graphic Narrative
Not offered 2020-21 **4 credits**

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 Giménez, Lalo Alcaraz, 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. May be applied to the Visual Cultures requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. Course taught in Spanish. *Prerequisite:* Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

459 Visual Memory/Memorias visuales**Not offered 2020-21****4 credits**

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 Riso, 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. May be applied to the Visual Cultures requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor.

Prerequisite: Hispanic Studies 341, 342, 343, or 344, or consent of instructor.

460-469 Special Topics Taught in Spanish**4 credits**

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 Hispanic Studies. Each course description includes information about the major distribution areas covered by each course. Any current offerings follow.

470-479 Special Topics Taught in English**4 credits**

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 Hispanic Studies as electives, but do not count toward the minor in Hispanic Studies as they are taught in English. Any current offerings follow.

490 Senior Seminar**Fall****Be****4 credits**

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 Hispanic Studies majors.

491, 492 Hispanic Studies: Independent Study**Fall, Spring****Staff****2-4 credits**

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) Hispanic Studies 306 or any other Hispanic Studies course taught in Spanish above 306; b) consent of a tenure-track member of the faculty in Hispanic Studies 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 Hispanic Studies.

498 Honors Thesis**Spring****Staff****4 credits**

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 Hispanic Studies. *Prerequisite:* admission to honors candidacy.

See the *Global Literatures* section for literature courses offered in English by members of the Hispanic Studies department.

History

Chair: Brian R. Dott

Jakobina Arch

Julie A. Charlip

John Cotts (*on Sabbatical, Fall 2020*)

Sarah H. Davies

Nina E. Lerman

Camilo Lund-Montaña

David F. Schmitz

Elyse Semerdjian

Lynn L. Sharp

Jacqueline Woodfork

The History department engages in the “five C’s of historical thinking”: Context, Causality, Change over time, Complexity, and Contingency. These tools help students formulate both fact-based arguments drawing on primary sources and scholarly debates about the meaning of the past. The department offers courses in seven “geographical areas”: Africa/African Diaspora, Ancient Mediterranean, Asia, Europe, Islamic World, Latin America, and North America/United States. History majors choose a “Global” track, a “Specialist” track, or the combined major in Environmental Studies.

For first-year students, either 100-level or 200-level classes are the best place to start; very few History classes have prerequisites.

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

- Develop depth of understanding and mastery of subject matter in a chosen field of history.
- Demonstrate critical thinking in exploring the interconnections of the past to the present and the present to the past.
- Understand, digest, and analyze scholarly historical monographs, with attention to the author's thesis, structure of argument, and use of evidence.
- Deploy research skills and develop analytical understanding in sophisticated thematic projects.
- Conduct substantial research in both primary and secondary sources. Write an extended analytical essay building on that research.
- Construct and document a historical argument with attention both to the existing literature and to the use of historical evidence and its interpretation.

Distribution: As a part of their history major requirements students will meet their social science distribution and will probably make progress toward or complete their cultural pluralism distribution.

Total credit requirements for a History major: A student who enters Whitman without any prior college-level preparation in history will need to complete 36 credits in order to fulfill the requirements for the History major

The History Major:

- 36 Credits
- Required Courses
 - History 299, 390 level seminar, 401, 402
 - A minimum grade of C (2.0) is required in History 299
 - At least one course exploring modern history and at least one course exploring pre-modern history
- Other major requirements depending on track declared
 - Global Track
 - 4 courses representing four of seven geographic areas
 - 2 electives
 - Specialist Track
 - 4 courses in one pathway (see courses below)
 - Cultures & Ideas
 - Empires & Colonialism
 - Revolution War & Politics
 - Social Justice

- Before Modernity
 - 2 electives
- Other notes
 - No more than 8 credits at the 100 level may be applied toward the major
 - No more than eight credits earned in off-campus programs and transfer credit
 - No courses may be taken PDF after declaration of major
 - AP courses: if a student receive a 5 on the U.S. History AP exam, it counts as 8 credits for 105 and 106 and if students receive a 5 on an AP world history or European history they may get 4 credits, but no course equivalent
- Senior Requirements
 - History 401
 - History 402: Students choose to write either an *integrative essay* (bringing together coursework completed in their Track) or a *research essay* (conducting further research on a topic related to their Track)
 - Oral defense of the Senior essay
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The History minor:

- 19 Credits
- Required Courses
 - Two geographical areas
 - No more than two 100-level courses count toward the minor.
- Other notes
 - History 299 is recommended
 - No more than four credits from Off-Campus Study or transfer credit
 - No courses taken PDF may be applied to the minor

The History-Environmental Studies major: The requirements are fully described in the *Environmental Studies* section of the catalog.

Cultures and Ideas

History 105 *Development of the United States (1607-1877)*

History 106 *Development of the United States (1877-present)*

History 109 *Historical Roots of East Asia*

History 110 *East Asian History 1600 to the Present*

History 112 *Modern Africa*

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- History 121 *Silk Roads*
History 127 *Islamic Civilization I: The Early and Medieval Islamic World*
History 128 *Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat*
History 150 *ST: Comrades, Come Rally*
History 151 *Before Germs and Genetics*
History 155 *Animal, Vegetable, Mineral*
History 160 *Troy and the Trojan War*
History 180 *Cities and Empires*
History 181 *Europe Transformed*
History 182 *Expansion and Enlightenment*
History 188 *Modern Latin America*
History 202 *Age of Cathedrals*
History 205 *East Asian Environmental History*
History 206 *European Environmental History to 1800*
History 207 *Age of Humanism and Reform*
History 209 *Religion in Latin America*
History 214 *Sex in the Casbah: Sex, Gender & Islam*
History 215 *ST: Pompeii: Beyond the Time Capsule*
History 218 *Africa to 1885*
History 224 *Powerful Art/ifacts*
History 225 *Cleopatra: History & Myth*
History 226 *Meet the Ancient Greeks*
History 227 *Meet the Romans*
History 231 *Oceans Past and Future*
History 232 *Changing Landscapes*
History 237 *Making of England*
History 241 *Early Japanese History*
History 243 *Japan's Modern Empire*
History 247 *Early Chinese History*
History 254 *Social History of Stuff*
History 259 *ST: US Protest and Organizing: From Haymarket to #BlackLivesMatter*
History 262 *People, Nature, Technology*
History 263 *From Farm to Fork*
History 264 *People Called Female: US Perspectives*
History 268 *Migration and Ethnicity in the US*
History 276 *Europe: Global Dream, National Nightmare, 1871-1945*
History 277 *Revolutionary Europe*
History 278 *20th Century Europe*
History 297 *Nineteenth-Century United States: Experiment to Empire*
History 307 *Beastly Modernity*
History 320 *Alexander and the Hellenistic*
History 332 *Conversion, Crusade, Conquest*
History 335 *Modern European Imperialism*
History 339 *Modern Germany*
History 348 *Horseriders and Samurai*
History 355 *Pacific Whaling History*
History 364 *Sugar, Sex, & Slavery*
History 365 *Industrialization in the US*
History 371 *African American History*
History 378 *ST: The Global Sixties: "The Whole World is Watching*
History 389 *History of Mexico*

Previously offered courses:

History 150 A: *ST: Before Germs & Genetics*
 History 290 *History & Sociology of Rock'n Roll*
 History 325 *Women and Gender in Islamic Societies*

Empires and Colonialism

History 110 *East Asian History 1600 to the Present*
 History 112 *Modern Africa*
 History 127 *Islamic Civilization I: The Early and Medieval Islamic World*
 History 128 *Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat*
 History 155 *Animal, Vegetable, Mineral*
 History 180 *Cities and Empires*
 History 182 *Expansion and Enlightenment*
 History 205 *East Asian Environmental History*
 History 211 *The World Wars in Africa*
 History 214 *Sex in the Casbah: Sex, Gender & Islam*
 History 217 *Decolonization in Africa*
 History 220 *Ottoman Empire*
 History 227 *Meet the Romans*
 History 243 *Japan's Modern Empire*
 History 250 *New Worlds, New Empires*
 History 262 *People, Nature, Technology*
 History 265 *Across Borders: U.S. and Latin American Relations during the Twentieth Century*
 History 276 *Europe: Global Dream, National Nightmare, 1871-1945*
 History 287 *Colonial Latin America*
 History 297 *Nineteenth-Century United States: Experiment to Empire*
 History 307 *Beastly Modernity*
 History 314 *Colonial Moment in Africa*
 History 320 *Alexander and the Hellenistic*
 History 322 *Palestinian-Israeli Conflict*
 History 330 *Hail Caesar - Roman Revolution*
 History 331 *Carthage and Rome*
 History 332 *Conversion, Crusade, Conquest*
 History 333 *Never-Ending Revolution: France*
 History 335 *Modern European Imperialism*
 History 355 *Pacific Whaling History*
 History 364 *Sugar, Sex, & Slavery*
 History 378 ST: *The Global Sixties: "The Whole World is Watching*
 History 488 *End of Empire in Africa*
 History 489 *Roman Imperialism*

Previously offered courses:

History 213 *The US & the Wars in Iraq*
 History 261 *America in Vietnam*
 History 325 *Women and Gender in Islamic Societies*

Revolution, War, and Politics

History 110 *East Asian History 1600 to the Present*
 History 128 *Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat*
 History 150 *Comrades come rally: Socialisms*
 History 155 *Animal, Vegetable, Mineral*
 History 183 *Revolution and Impact of Mass Culture*

History 204 *Syrian War*
History 211 *The World Wars in Africa*
History 217 *Decolonization in Africa*
History 219 *Nation Creation, Latin America in 19th c.*
History 230 *International Relations, Middle East*
History 235 *Arab Spring*
History 237 *Making of England*
History 243 *Japan's Modern Empire*
History 250 *New Worlds, New Empires*
History 259 ST: *US Protest and Organizing: From Haymarket to #BlackLivesMatter*
History 265 *Across Borders: U.S. and Latin American Relations during the Twentieth Century*
History 276 *Europe: Global Dream, National Nightmare, 1871-1945*
History 277 *Revolutionary Europe*
History 278 *20th century Europe*
History 288 *Reform / Revolution, Latin America 20th c.*
History 297 *Nineteenth-Century United States: Experiment to Empire*
History 313 *Discourses of Dictatorship*
History 322 *Palestinian-Israeli Conflict*
History 330 *Hail Caesar - Roman Revolution*
History 333 *Never-Ending Revolution: France*
History 335 *Modern European Imperialism*
History 339 *Modern Germany*
History 344 *China in Revolution*
History 378 ST: *The Global Sixties: "The Whole World is Watching*
History 384 *Cuba and Nicaragua*
Previously offered courses:
History 213 *The US & the Wars in Iraq*
History 261 *America in Vietnam*

Social Justice

History 112 *Modern Africa*
History 188 *Modern Latin America*
History 204 *Syrian War*
History 206 *European Environmental History to 1800*
History 209 *Religion in Latin America*
History 211 *The World Wars in Africa*
History 214 *Sex in the Casbah: Sex, Gender & Islam*
History 215 *Cleopatra*
History 217 *Decolonization in Africa*
History 219 *Nation Creation, Latin America in 19th c.*
History 224 *Powerful Art/ifacts: Greece/Rome*
History 225 *Cleopatra: History & Myth*
History 231 *Changing Landscapes*
History 235 *Arab Spring*
History 241 *Early Japanese History*
History 243 *Japan's Modern Empire*
History 247 *Early Chinese History*
History 250 *New Worlds, New Empires*
History 254 *Social History of Stuff*
History 259 ST: *US Protest and Organizing: From Haymarket to #BlackLivesMatter*
History 263 *Farm to Fork*

History 264 *People Called Female: US Perspectives*
 History 265 *Across Borders: U.S. and Latin American Relations during the Twentieth Century*
 History 268 *Migration and Ethnicity in the US*
 History 280 *The "Other" Greece & Rome*
 History 287 *Colonial Latin America*
 History 288 *Reform / Revolution, Latin America 20th c.*
 History 297 *Nineteenth-Century United States: Experiment to Empire*
 History 300 *Gender in Chinese History*
 History 307 *Beastly Modernity*
 History 313 *Discourses of Dictatorship*
 History 314 *Colonial Moment in Africa*
 History 319 *Women in Africa*
 History 322 *Palestinian-Israeli Conflict*
 History 333 *Never-ending Rev, France*
 History 339 *Modern Germany*
 History 344 *China in Revolution*
 History 348 *Horseriders and Samurai*
 History 364 *Black Atlantic*
 History 365 *Industrialization in the US*
 History 370 *Gendered Lens on US History*
 History 371 *African American History*
 History 378 ST: *The Global Sixties: "The Whole World is Watching*
 History 384 *Cuba and Nicaragua*
 History 389 *History of Mexico*
 History 393 *Gender and Sexuality in the Middle Ages*
 Previously offered courses:
 History 213 *The US & the Wars in Iraq*
 History 261 *America in Vietnam*
 History 290 *History & Sociology of Rock'n Roll*
 History 325 *Women and Gender in Islamic Societies*

Before Modernity

History 105 *Development of US*
 History 109 *East Asian History*
 History 121 *Silk Roads*
 History 127 *Islamic Civilization I*
 History 151 *Before Germs and Genetics*
 History 160 *Troy and the Trojan War*
 History 180 *Cities and Empires*
 History 181 *Europe Transformed*
 History 182 *Expansion and Enlightenment*
 History 202 *Age of Cathedrals*
 History 205 *East Asian Environmental History*
 History 206 *European Environmental History to 1800*
 History 207 *Age of Humanism and Reform*
 History 209 *Religion in Latin America*
 History 214 *Sex in the Casbah: Sex, Gender & Islam*
 History 215 ST: *Pompeii: Beyond the Time Capsule*
 History 218 *Africa to 1885*
 History 219 *Nation Creation*
 History 220 *Ottoman Empire*
 History 224 *Powerful Art/ifacts*

History 225 *Cleopatra: History & Myth*
 History 226 *Meet the Ancient Greeks*
 History 227 *Meet the Romans*
 History 231 *Oceans Past and Future*
 History 232 *Changing Landscapes*
 History 237 *Making of England*
 History 241 *Early Japanese History*
 History 247 *Early Chinese History*
 History 250 *New Worlds, New Empires*
 History 280 *The "Other" Greece & Rome*
 History 287 *Colonial Latin America*
 History 320 *Alexander and the Hellenistic*
 History 330 *Hail Caesar - Roman Revolution*
 History 331 *Carthage and Rome*
 History 332 *Conversion, Crusade, Conquest*
 History 348 *Horseriders and Samurai*
 History 364 *Sugar, Sex & Slavery*
 History 393 *Gender and Sexuality in the Middle Ages*
 Previously offered courses:
 History 325 *Women and Gender in Islamic Societies*

105 Development of the United States (1607-1877)

Not offered 2020-21

4 credits

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)

Fall

Lund-Montaño

4 credits

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 that 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 Historical Roots of East Asia

Not offered 2020-21

4 credits

This course considers selected moments in the early history of East Asia which have become the foundations for the identities of the Chinese, Korean, Japanese, and Vietnamese peoples. We will critically assess both how common traditions linked these groups together, and also how the processes of reinterpretation, migration, and trade imbued these traditions with distinctive cultural flavors. We will examine the varied historical moments that have become the different origin points for the peoples of East Asia, along with the development and spread of some of the major innovations during early East Asian history such as agriculture, writing, and state formation. We will also consider the influence of systems of thought such as Confucianism and Buddhism on societies and cultures within East Asia. Readings include secondary texts, archaeological evidence, and primary sources in translation.

110 East Asian History 1600 to the Present**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Spring****Dott****2 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 credits**

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.

151 Before Germs and Genetics: Wellness, Healing, and Meaning in Early America

Fall

Lerman

4 credits

Before germ theory, before genetics, before x-rays -- how did various Americans experience and understand bodily change, and diagnose signs and symptoms? Historical study of the realm we now call "medicine" or "health sciences" highlights the fundamental challenge of reading evidence left by people who understood their bodies through vocabularies, categories, and modes of meaning strikingly different from our own. In this course we will consider how ideas about wellness, illness and healing varied among people of different cultures and across time in the US from the late 18th century to around 1900. Topics may include specific diseases (such as smallpox or cholera), reproductive bodies and childbirth, and meanings of classificatory systems (such as type of fever or sweat, shape of nose, bumpiness of skull). Along the way we will begin to consider how Americans came to understand and deploy (or resist) the new explanatory frames of their era, ranging from microbes and heredity to new professions and spaces of bodily examination. Seminar readings include primary sources as well as recent scholarship.

155 Animal, Vegetable, and Mineral: Natural Resources in Global Environmental History

Spring

Arch

4 credits

This course will focus on the ways in which the search for and use of natural resources has profoundly affected human history. We will examine the work of environmental historians along with primary sources relating to the history of conflicts over access to resources, resource extraction and transportation, and the resulting pollution (organic, chemical, and radioactive). Using these sources, we will discuss how historians ask and answer questions about the ways that resource availability has shaped human societies and cultures worldwide, as well as how particular societies have had dramatic impacts on the distributions of water, forests and other ecosystems, minerals, and plant and animal populations. While there will be some brief lectures, this course is primarily focused on reading, writing, and discussion. Assignments include analysis of primary sources, short papers, and a final paper project with presentation to the class.

160 Troy & the Trojan War

Not offered 2020-21

4 credits

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 Greek and/or Roman history elective requirement of the Classics major.

180 Cities and Empires: An Introduction to the Ancient Near East and Mediterranean

Fall

Davies

4 credits

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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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

Spring

Lund-Montaño

4 credits

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

Spring

Cotts

4 credits

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*.

204 The Syrian War: From the Rise of Asad to the Specter of ISIS**Not offered 2020-21****4 credits**

This course will walk students through the creation of modern Syria, the rise of the Asad regime, and the country's devolution into war after 2011. Students will study recent scholarship on sectarianism and minoritarian rule that has propped up Asad rule for over forty years. Students will learn how the 2011 uprising turned proxy war unfolded and how the subsequent refugee crisis was racialized in Europe and the United States. The rise of ISIS as a player in the Syrian conflict (and its origins in Iraq) will be discussed in the context of "failed state wars" in Iraq and Syria. The course interweaves current political debates about Syria with scholarly debates, art, memoirs, and film. Students will write short papers and research a topic of their choice on the Syrian war over the semester. May be taken for credit toward the South Asian and Middle Eastern studies major or the Race and Ethnic Studies major or minor. Formally History 302-may not be taken if previously completed 302.

205 East Asian Environmental History**Spring****Arch****4 credits**

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.

206 European Environmental History to 1800**Not offered 2020-21****4 credits**

This course explores how Europeans interacted with and thought about the natural world between the end of the Roman Empire and the beginning of the Industrial Age. We will trace this interaction from the early medieval migration period through the changing demographic patterns of the central and later Middle Ages, and conclude with the industrialization of the late eighteenth century. Archaeological evidence, along with primary and secondary sources will allow us to discuss climactic shifts, the active changes humans made to the landscape (such as reclamation and deforestation), and changing cultural attitudes toward nature. We will continually consider how this history can inform contemporary debates about the environment and its degradation.

207 The Age of Humanism and Reform: European Thought and Culture, 1300-1650:**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 credits**

A course which examines special topics in African history. Distribution area: social science or cultural pluralism. Any current offerings follow.

211 The World Wars in Africa**Fall****Woodfork****4 credits**

From the first shots of the First World War to the release of African POWs in Germany in 1945, this course will investigate how Europe's need for manpower and resources fettered Africans and at the same time opened up new opportunities for them to effect their interactions with colonialism and themselves. With forced agricultural production, commercial sex work, and young men sent to battlefronts in Africa and Europe, the World Wars changed Africa and Africans in numerous ways. While the course will address traditional aspects of military history, it will also investigate the social, cultural, and political changes that took place as intended and unintended outcomes on the part of European rulers as well as colonized Africans. May be taken for credit the Race and Ethnic Studies major or minor.

214 Sex in the Casbah: Sex, Gender & Islam**Spring****Semerdjian****4 credits**

How have categories of sexuality and gender been defined, maintained, and/or contested in Muslim societies? This course will highlight debates concerning sexuality and gender as they relate to prescribed gender roles, the role of transgender bodies and same sex intimacy, and the construction of the category of illicit sexuality in classical and modern Islamic thought. This close study of gender and sexuality begins in the early Islamic period with primary texts about the Prophet Muhammad and his female companions. Gender roles and sexuality found in legal, medical, and sexual advice manuals will be studied. Students will learn how modern veiling debates in both the Middle East and France have taken shape in light of the emergence of Arab feminism, Muslim women's responses to Islamic conservatism, and immigration debates. The course will address Orientalist representations of "Oriental sex" in art and literature and how Muslim women have critically responded to that tradition. The format will be a combination of lecture and discussion. Materials for the course are scholarly monographs, articles, primary source documents, films, and art. Students will write a final research paper on a related topic of their choice. May be taken for credit toward the South Asian and Middle Eastern Studies major, the Gender Studies major or minor, or the Race and Ethnic Studies major or minor.

215 Special Topics in Ancient History**2-4 credits**

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.

217 Decolonization in Africa**Spring****Woodfork****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 credits**

A course which examines special topics in Middle East history. Distribution area: cultural pluralism. Any current offerings follow.

224 Powerful Art/facts: Greece/Rome**Not offered 2020-21****4 credits**

This course explores the art, architecture, and archaeology of the ancient Greek and Roman worlds. Beginning with the Bronze Age and ending with the Roman Imperial period, we will examine the material evidence for key areas in Greek and Roman society and history, from class and socio-political change, to cultural identity, religious practice, and daily life. We will consider the nature of the surviving archaeological record, from public monuments to works of sculpture and pottery, to coins and other remains. All the while, we will highlight the ways in which the visual heritage of a "classical" and "Greco-Roman" past have been and continue to be exploited in the construction of subsequent self-images and claims to supremacy. In this light, we will not only encounter the histories of "classical" archaeology and art history, but we will also emphasize the ways in which the material cultures of ancient Greece and Rome have been manipulated – both in antiquity and modernity – for a wide array of cultural and ideological aims. May be elected as Art History and Visual Cultural Studies 224 or Classics 224.

225 Cleopatra: History & Myth**Spring****Davies****4 credits**

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 Classics or Classical Studies major or minor or the Gender Studies major or minor.

226 Meet the Ancient Greeks**Fall****Davies****4 credits**

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 Meet the Romans**Not offered 2020-21****4 credits**

This course presents an overview of Roman history, from early beginnings to the fourth-century CE. We will examine how a humble city-state became an international empire; how that empire evolved over centuries of interaction and tension between social classes, political powers, and vastly different cultures; and how particular ideals, philosophies, and technologies both shaped the “Roman” story and made an enormous impact on the modern world. Throughout the semester, we will follow a chronological core of political and military events, while continuing to ask the question of Roman identity: what did it mean to be “Roman”? We will do so by investigating social, economic, and cultural trends, focusing not only on the successes and failures of empire, but also on the negotiations of everyday life.

230 International Relations of the Middle East**Not offered 2020-21****4 credits**

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**Fall****Arch****4 credits**

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**Not offered 2020-21****4 credits**

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**Fall****Semerdjian****4 credits**

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
Not offered 2020-21 **4 credits**

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
Not offered 2020-21 **4 credits**

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. May be taken for credit toward the Japanese minor.

243 Japan's Modern Empire
Spring **Arch** **4 credits**

From the collapse of samurai society in 1868 to the collapse of the Fukushima nuclear power plant in 2011, from the rise of the Japanese empire 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 fate of modern imperialism, the social upheavals and transformations of capitalism and democracy, 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 South Asian and Middle Eastern Studies major or Japanese minor. Course cannot be taken for credit if History 346 completed.

247 Early Chinese History
Not offered 2020-21 **4 credits**

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 credits

A course which examines topics in Asian history. Distribution area: cultural pluralism. Any current offerings follow.

250 New Worlds, New Empires: North America 1600-1800
Not offered 2020-21 **4 credits**

When British colonists arrived on the North American continent they met an array of people who made the French and the Germans look familiar, so different were their cultures, material practices, and social and political systems. Within decades, people from a third continent were added to the mix, as the trade in African chattel slaves became a standard feature of trans-Atlantic commerce and colonial economies. We will explore various encounters between Europeans, Africans, and original Americans, asking how they interacted with, adapted to, and influenced each other, and compare experiences both

within and between these complex groups (poorer and richer Englishmen; Catawbas and Pequots and Algonkians; people enslaved in Pennsylvania or Virginia; more). Finally, we will examine the growth, government, economy, institutions, and social structures of British North America in the 18th Century, the changes and continuities of Revolutionary America, and the making of the “new” United States, the nation emerging from this complex colonial past.

254 The Social History of Stuff: Power, Technology, and Meaning in the United States from the Cotton Gin to the Internet

Not offered 2020-21

4 credits

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.

258-259 Special Topics in U.S. History

2-4 credits

A course which examines special topics in U.S. history. Any current offerings follow.

258 ST: US Slavery & Resistance: histories of race/violence/health

Spring

Lerman

2 credits

Race, Violence, Health: the keywords of this year's theme highlight core elements of the vast system of racialized slavery in the United States, and thus also point us to potential sites of resistance. Violence was an accepted tool of white owners' control; owners viewed health in terms of energy to work, control of production, and human property values. Resistance, in this view, had to be multifaceted: protecting your children, nurturing family and community, negotiating and navigating the relentless coercion and surveillance of the system, could all feature in a lifetime of strategy. These options, of course, did not preclude escape (effectively stealing one's own self) or, increasingly, the belief that a violent regime could only fall by reciprocal violence. Readings, discussion, short papers. Online synchronous; asynchronous options possible. Distribution area: cultural pluralism or social science.

259 ST: US Protest and Organizing: From Haymarket to #BlackLivesMatter

Spring

Camilo Lund-Montañó

4 credits

This course examines the history of the United States, from Reconstruction to the present, through the lens of social movements. Analyzing a combination of primary and secondary sources, the class looks at significant moments and aspects of the Black Freedom Struggle, feminism and women's liberation, the labor movement, indigenous struggles for self-determination, antiwar and anti-imperialist organizations, Chicana and Puerto Rican nationalism, the empowerment of LGBTQ communities, as well as the environmental and climate justice movements. The course explores these movements' ideologies, goals, and strategies as they challenged and were shaped by US political and social developments. We'll analyze intersections of race, class, and gender, focusing on the formation of movements and the interactions between national leaders and grassroots organizers. Topics include direct action tactics, long term goals, and confrontations or collaborations with the State and society. Assignments will include reading responses, creating an interactive timeline, and a short research paper.

Distribution area: cultural pluralism or social sciences.

262 People, Nature, Technology: Built and Natural Environments in U.S. History

Not offered 2020-21

4 credits

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.

263 From Farm to Fork: Slow Food Fast Food, and European Foodways

Fall

Sharp

4 credits

Over the last two centuries food production moved from peasant subsistence level to our contemporary factory farms and mass production of food. How and why did this happen? What role did urbanization, expanding markets, and globalization play? How important was the US in shaping European agriculture norms? This course explores the shift from an agricultural to an industrial economy and its impact on food, farms, and national food cultures. Concentrating on France and Great Britain, we’ll look at the relationship between factory farms and artisanal production. We’ll parse the powers of technology, the state, producers, and consumers. From agricultural science to back to the land movements to European Union regulations and how these shape farmers’ choices, we’ll explore how modern developments changed farming, eating, and the land. Based in the reading and discussion of primary and secondary sources, this seminar requires class presentations, short papers, and a final short research project. May be taken for credit toward the core requirement for the History-Environmental Studies major.

264 People Called Female: US Perspectives

Spring

Lerman

4 credits

As the 21st-century adoption of “non-binary” as a label suggests, gender ideologies in the US have mostly presumed a binary: two categories, most often with a clear boundary separating them. If we instead approach historical materials in a spirit of interrogation, we can re-explore the old field of “women’s history” with attention to the gender ideologies, intersectionalities, and identity spaces expected and creatively carved out in different contexts, for various and varied people called “female.”

265 Across Borders: U.S. and Latin American Relations during the Twentieth Century

Fall

Lund-Montaño

4 credits

This course looks at the dynamics between the United States and Latin America from the turn of the Twentieth century to the free trade agreements of the 1990s. We will focus on the transnational connections between communities and individuals, through the discussion of topics such as race, class, gender, imperialism, nationalism, globalization, migration, consumerism, social movements, and political ideologies. What perceptions did local and foreign people have of each other? How did they change over time? What interactions did migrants, exiles, artists, businessmen, and tourists have with local communities? Were the communities shaped or changed with these new arrivals? In what ways did different commodities, cultural practices, and political ideas travel and translate between the different countries? What role did national-level diplomatic and economic relations play in these histories? Throughout the semester, students will read a broad array of primary and secondary sources that will help them engage critically with these questions and will provide different ways to historicize and contextualize these transnational relationships.

268 Im/migration and US History: Population Flows, Experience, and Nation

Not offered 2020-21

4 credits

Throughout the history of the United States, there have been people “already here” and people coming and going. Studying the histories of groups and (im)migrants, the experiences of movers and stayers, the ways people have defined themselves and understood others... is studying US history, and its various regionalisms and connections to other peoples and places. This course situates relocation and immigration through historical study of intersecting “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.

276 Europe: Global Dreams, National Nightmares, 1871-1945

Spring

Sharp

4 credits

Europe: Global Dreams, National Nightmares. From 1871 to 1945 the major nations of Europe battled for position and power, first competing for dominance across the globe, and later at home through two World Wars spreading across their sprawling empires. The year 1871 saw the formation of a new German Empire and a reborn French Republic, both vying with England for imperial dominance. By the end of the nineteenth-century nationalist and democratic ideas spread, destabilizing older Empires such as Austria and Russia. Socialism and Feminism matured and took their place on the European stage; anti-Semitism flared; Fascism, Soviet Communism, and Nazism were born. Together these movements upended norms and destroyed nations. New philosophies of the human emerged as art, music, and culture wrestled with and embraced new theories of the unconscious and questioned the Enlightenment vision of human reason as paramount. Course includes primary and secondary source readings, in-depth discussion, analytic papers; research paper option available. Can count toward German Studies.

277 Revolutionary Europe: Democracy Rising

Not offered 2020-21

4 credits

The French Revolution undermined the legitimacy of traditional monarchs and terrified elites across Europe. The industrial “revolution” completely upended the economy, created a new working class, and set off a race for world markets. From 1789-1871 ideas of liberty, equality, nation, race, merit, and free trade came to define European norms and cultures. Europeans and others carried these outward to much of the world. From the Fall of the Bastille to the Paris Commune; from Napoleonic Empire to German Second Reich, from nationalism to feminism, this course looks at the ideas and events that established modern European states and capitalist economies as the basis of our world today. Discussion-based with supplementary lectures; assignments include short papers, presentations, and exams.

278 Twentieth-Century Europe

Not offered 2020-21

4 credits

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 credits

A course which examines special topics in European history. Any current offerings follow.

280 The “Other” Greece & Rome

Not offered 2020-21

4 credits

This course introduces the ways in which ancient Greeks and Romans defined themselves and represented various “others” in their understandings of human difference. From categories today defined under the labels of gender, race, ethnicity, and socio-economic status, this course explores the nature of diversity and identity in the Greek and Roman worlds and seeks to highlight groups traditionally silenced or marginalized in ancient and subsequent modern narratives. We will analyze ancient literary, archaeological, and iconographic evidence in our search, and in the process, we will not only uncover the ways in which various groups were “other-ized” and oppressed, but also find examples of resistance and self-empowerment. In the end, we will come to comprehend how much the “Classical” world was far from monolithic and thus cannot belong to any one group of people, past or present. May be taken for credit toward the Race and Ethnic Studies major or minor. May be elected as Classics 280.

283 Special Topics in Latin American History

2-4 credits

A course which examines special topics in Latin American history. Distribution area: cultural pluralism. Any current offerings follow.

287 Colonial Latin America**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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.

297 Nineteenth-Century United States: Experiment to Empire**Not offered 2020-21****4 credits**

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**Fall, Spring****Fall: Lerman; Spring: Woodfork****4 credits**

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**Not offered 2020-21****4 credits**

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.

307 Beastly Modernity: Animals in the 19th Century**Not offered 2020-21****4 credits**

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 credits**

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**Not offered 2020-21****4 credits**

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 Hispanic Studies 456. 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 Narrative/Essay or Visual Cultures requirement or the film/theatre requirement for the major in Hispanic Studies.

314 Colonial Moment in Africa**Not offered 2020-21****4 credits**

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 credits**

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.

319 Women in Africa**Fall****Woodfork****4 credits**

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**Not offered 2020-21****4 credits**

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

Fall

Semerdjian

4 credits

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 credits

A course which examines special topics in Middle East history. Distribution area: cultural pluralism. Any current offerings follow.

329 Rights, Revolution, and Empire: France 1789-1815

Not offered 2020-21

4 credits

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

Fall

Davies

4 credits

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.

331 A Tale of Two Cities: Carthage & Rome

Not offered 2020-21

4 credits

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 Greek and/or Roman requirement of the Classics major.

332 Conversion, Crusade, and Conquest: European Cultural Encounters, c. 400-1600
Not offered 2020-21 **4 credits**

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
Not offered 2020-21 **4 credits**

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 will 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
Spring **Sharp** **4 credits**

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?
Not offered 2020-21 **4 credits**

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 will 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
Not offered 2020-21 **4 credits**

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.

347 Gender and Sexuality in the Middle Ages

Not offered 2020-21

4 credits

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.

348 Horseriders and Samurai: Comparisons in Early Modern East Asia

Fall

Dott

4 credits

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 credits

A course which examines special topics in Asian history. Distribution area: cultural pluralism. Any current offerings follow.

355 Pacific Whaling History

Not offered 2020-21

4 credits

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 Sugar, Sex, & Slavery: The History of the Black Atlantic

Not offered 2020-21

4 credits

Africa, the Americas, and Europe came together during the 15th century in ways that drove the world economy and engendered enormous cultural change. The collision of cultures, in their fracturing and recreation, gave birth to new religions, intellectual discourses, culinary and musical forms, as well as new ways of acquiring and wielding power. In the often-uncomfortable spaces created by the intersection of imperialism, capitalism, and race, competing narratives of political and economic growth were tempered by the realities of violence, coerced labor, and racial taxonomies. The people who ceaselessly toiled in sugarcane and cotton fields as well as the people who kept them there created voodoo, gumbo, jazz, and the political and social revolutions that forever affected the three corners of the Black Atlantic. Reading assignments of primary and secondary sources, discussion, a research paper and its presentation to the class are required. Offered every other year.

365 Industrialization in the United States

Not offered 2020-21

4 credits

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.

370 Gendered Lens on U.S. History

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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 credits

A course which examines special topics in U.S. history. Any current offerings follow.

378 ST: The Global Sixties: “The Whole World is Watching

Spring

Camilo Lund-Montaño

4 credit

The 1960s are often described as one of the most turbulent and pivotal decades in the twentieth century. Political revolutions, social unrest, sexual liberation, countercultural explorations and technological innovations, threatened drastic change to societies around the globe. This course examines these political and cultural shifts as they unfolded in a period many historians call the “Long Sixties” (1954-1975). While the course follows an overall chronological trajectory, we will analyze specific nations and geographic areas as the “Long Sixties” shaped the international dynamics of the Cold War. Starting with the decolonization struggles in Africa and Asia the class will explore movements for civil rights and gender equality, and how different ideologies (like nationalism, socialism, and feminism) impacted the political, cultural, and social structures of countries in the two opposing blocs and in the Global South. Finally, we will analyze how the 1960s became “the Sixties”—its own historical unit of analysis. Two constant themes of the class will be how people, ideas, symbols, and practices circulated the globe, and what legacy they left behind. The course is mainly discussion based with some lectures. Distribution area: cultural pluralism or social sciences.

379 Topics in European History

2-4 credits

A course which examines special topics in European history. Any current offerings follow.

380 Topics in Comparative History

2-4 credits

A course which examines selected topics applied across geographical boundaries or chronological periods. Any current offerings follow.

384 Cuba and Nicaragua**Not offered 2020-21****4 credits**

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**Fall, Spring****Staff****1-3 credits**

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 chairperson. *Prerequisite:* consent of instructor.

387 Topics in Latin American History**2-4 credits**

A course which examines special topics in Latin American history. Any current offerings follow.

389 History of Mexico**Not offered 2020-21****4 credits**

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 Seminar in Ancient Mediterranean History**4 credits**

A seminar in a selected topic in the history of the Ancient Mediterranean. In-depth readings and discussions. Assignments include a research paper. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Any current offerings follow.

394 Seminar in Medieval/Early Modern European History**4 credits**

A seminar in a selected topic in the history of Medieval/Early Modern Europe. In-depth readings and discussions. Assignments include a research paper. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Any current offerings follow.

394 VT: The Crusades and their Legacy**Spring****Cotts****4 credits**

This seminar will consider the ideological and political background, military prosecution, and cultural implications of the expeditions to from Western Europe to the Eastern Mediterranean now referred to collectively as "the Crusades." After considering underlying concepts such as pilgrimage, the "just war," and developments in the Latin West that preceded the Crusades, we will focus especially on the First, Third, and Fourth Crusades from several historical angles: intellectual, religious, cultural, and economic. The course concludes with a consideration of the resonance of Crusading in modern culture and their role in postcolonial discourses. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Distribution area: cultural pluralism or social sciences.

395 Seminar in Modern European History**4 credits**

A seminar in a selected topic in the history of Modern Europe. In-depth readings and discussions. Assignments include a research paper. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Any current offerings follow.

395 VT: Mass Politics/Modern Culture: 1880-1914**Fall****Sharp****4 credits**

Europe suffered an acute identity crisis after 1880 as new ideas and new technology battered against the old bourgeois norms. Anarchists, socialists, and feminists challenged the power of middle-class and elite white men. Newly-invented disciplines—psychology, sociology, anthropology, even “sexology” redefined knowledge as well as who should sleep with whom. Motorcars, airplanes, bicycles, and cinema changed perceptions of time and made the world smaller. In art, music, and literature a spirit of experimentation reached for the unconscious mind and the unimagined soul to paint/play/and write new worlds. This course explores Europe as it teetered between the old and the new on the way to World War I. Readings and discussion based; writing includes a research paper on a topic of your choice, from Cubists to Occultism. *Prerequisite:* History 299 or consent of instructor.

Distribution area: cultural pluralism or social sciences.

396 Seminar in African/African Diaspora History**4 credits**

A seminar in a selected topic in the history of Africa/African Diaspora. In-depth readings and discussions. Assignments include a research paper. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Any current offerings follow.

397 Seminar in Islamic World History**4 credits**

A seminar in a selected topic in the history of the Islamic World. In-depth readings and discussions. Assignments include a research paper. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Any current offerings follow.

398 Seminar in Asian History**4 credits**

A seminar in a selected topic in the history of Asia. In-depth readings and discussions. Assignments include a research paper. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Any current offerings follow.

399 Seminar in North American History**4 credits**

A seminar in a selected topic in the history of North America. In-depth readings and discussions. Assignments include a research paper. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Any current offerings follow.

399 VT: Capitalism Manufactured: Industrial US**Spring****Lerman****4 credits**

This seminar explores early American industrialization and the changing practices of industrial capitalism in the context of 19th-century US ideologies of land, labor, property, and republic. In recent decades, historians have been rewriting old terminologies from "natural resources" to "expansion" to "democracy" through attention to integrating the insights of environmental and settler colonial histories, treating plantation slavery as capitalist enterprise, and rereading labor history through the intersections of gender and racialization theory -- recasting narratives of nation as well as old models of economic growth and social ideals. Not open to first year students. *Prerequisite:* History 299 recommended or consent of instructor. Distribution area: cultural pluralism or social sciences.

401 Senior Colloquium**Fall****Staff****3 credits**

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, nationalism, the patterns of political reform, the role of women in society, and the impact of technological change on society. Readings, discussions, and two short papers. *Prerequisite:* Required of, and only open to, senior History majors.

402 History Lab**Spring****Staff****1 credit**

This course provides space for senior majors to work one-on-one with a primary capstone advisor (plus occasional meetings with a “second reader”) to complete a senior capstone essay. This essay may be either an integrative essay (bringing together coursework completed in their Track) or a research essay (conducting further research on a topic related to their Track). *Prerequisite:* Required of, and only open to, senior History majors

470 Internship**Fall****Staff****3 credits**

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 credits**

A seminar in a selected topic of African history. Any current offering follows.

489 Seminar in Ancient Mediterranean History**4 credits**

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.

490 Seminar in Asian History**4 credits**

A seminar in selected topics of Asian history. Any current offerings follow.

492 Seminar in European History**4 credits**

Selected fields of European history. Any current offerings follow.

493 Seminar in American History**4 credits**

Critical examination of a theme, period, or trend in American history. *Prerequisite:* consent of instructor. Any current offerings follow.

494 Seminar in Middle East History**4 credits**

A seminar in a selected topic of Middle East history. Any current offerings follow.

495 Seminar in Latin American History**4 credits**

A seminar in a selected topic of Latin American history. Any current offerings follow.

498 Honors Thesis**Fall, Spring****Staff****3 credits**

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 chairperson. 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 credits

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

Spring

K. Mueller

1 credit

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. 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 I

Fall

K. Mueller

1 credit

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 with an emphasis on universal precautions, airborne and blood-borne pathogens and the Health Insurance Portability and Accountability Act (HIPAA). Upon successful course completion, students will have met the requirements to participate in shadowing experiences at local Walla Walla clinics and hospital. Activity credit limitation applies. Graded credit/no credit. Open to first and second-year students or consent of instructor.

100C ST: Health Professions II

Fall

K. Mueller

1 credit

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 third and fourth-year students.

150-151 Special Topics in Interdisciplinary Studies

1-4 credits

Any current offerings follow.

150 ST: Health in Ecuador and Mali: Pandemic, Race, Culture

Fall

Taft

1 credit

Drawing on the insights of a variety of speakers from both Ecuador and Mali, this course will address issues in the experience of the pandemic, encouraging students to draw comparisons between their own experiences and those of speakers from these two very different contexts. It will also address intersections of race and culture with health care more generally. Themes will include scarcity of resources for mitigating the pandemic, relationships between government ministries, NGOs, and other actors, data and reporting, and cultural factors affecting response to COVID-19, as well as relationships between Western and local medicine in both contexts, racial disparities in access to health care in Ecuador, and transnational collaborations on health care work. Students will be asked to read and view course material, prepare for discussion, participate in discussion sessions, and complete one project. May be taken to fulfill "Global Engagement" or count toward the "Analysis & Reflection" components of the Global Studies concentration. Graded Credit/No Credit.

151 ST: Radioactive Waste and Wasted Bodies: The Colonial and Racial Legacies of the Nuclear World**Fall****Jacobs****1 credit**

This course will expose students to the racial and colonial history of nuclear violence, with particular attention to the health effects of nuclear weapons development and production in the U.S., use in Japan, and subsequent testing throughout the Cold War era around the world. Many in the West think of the Cold War as an era that averted a catastrophic nuclear war through the successful operations of the doctrine of deterrence. Yet for many in the colonial and postcolonial developing world where nuclear weapons were being tested on average every 9.6 days throughout the Cold War, it was a war that actually happened. The health effects on those working on weapons development and those enduring weapons testing was also actively obscured through scientific models developed by the United States in the aftermath of the attacks on Hiroshima and Nagasaki. Demonstrating the intimate connections between race, violence, and health in the nuclear world, this class will explore the experiences of those who were victims of nuclear production and use and grapple with the ecological and social legacies of Cold War radiological contaminations and waste. Graded Credit/No Credit.

152 ST: Strengthening Indigenous Languages: Tommo So and Kichwa**Spring****Anna Taft****1 credit**

Drawing on the insights of a variety of speakers from both Ecuador and Mali, this course will address issues in the contemporary dynamics and valorization efforts of the Kichwa and Tommo So languages. Themes will include developing and standardizing writing systems for oral languages, developing educational materials and books, teaching local languages to various audiences, personal significance of valorizing one's own language, resources and partnerships for linguistic work, multilingualism, and community language dynamics. Students will be asked to read and view course material, prepare for discussion, participate in discussion sessions, and complete one project. May be taken to fulfill "Global Engagement" or count toward the "Analysis & Reflection" components of the Global Studies concentration. Graded Credit/No Credit.

200 Special Topics in Interdisciplinary Studies**1 credit**

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: Law and Society**Fall****Lemma****1 credit**

This course explores the law as a social institution and outlines its complex relation to other institutions in society. It examines how the law reflects and shapes social values, norms and aspirations and governs socio-cultural, political, and economic relations in society. The course's exploration of the highly complicated relationship between the law and society will proceed in stages. The course will first broadly highlight the definition and classification of the law, its social context, and its interaction with society. It will then specifically examine how the law regulates relations between individual persons and society as represented by the government in the form of public law, including constitutional law, which establishes and governs a state by bringing together a defined territory, the citizenry and the government; and criminal law, which implements constitutional provisions and protects human rights and social order. Moreover, the course will explore how the law governs individual relations in society in the form of civil or private law by setting forth and implementing the provisions of the law of persons and natural and artificial personality; the law of obligations emanating from contracts and the law, such as torts; and issues of family relations, successions, private international law or conflict of laws involving foreign elements in the form of individual persons, institutions or events from other national or regional jurisdictions. The course will also address miscellaneous other issues of law and society, including abortion and environmental protection. Graded credit/no credit. Distribution area: none.

220 Fire and Ice: Canadian Issues and Identity**Not offered 2020-21****2 credits**

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 credits**

Any current offerings follow.

230 ST: Race and the Law**Fall****Lemma****2 credits**

This course explores what has been called humanity's most intractable challenge: the role of the law in defining and dealing with race and racism, with particular emphasis on the continuity across history of the legal treatment of issues of race and the evolution of that treatment. By examining topics of comparative and international law and using exploratory case studies of specific countries and regions, the course will analyze how the law deals with the definitions of race, prejudice, stereotypes, racism, discrimination, oppression, privilege, and racial equality and equity; the intersection of race with issues of not only skin color, but also class, ethnicity, religion, culture, sex, gender, and sexual orientation; the intersection of race with issues of education, economic opportunity and socio-cultural development, health inequity, criminal justice, residential, land, and property rights, media coverage, and immigration and citizenships; the treatment of the four major minority racial groups in the USA, namely, African Americans, Indians, Hispanics, and Asian Americans; how other western, industrialized, non-western, non-industrialized societies and different world religions have dealt with issues of race, racism, racial justice and social reform; and redressing and addressing racism generally. May be taken for credit as Race and Ethnic Studies 200. Graded credit/no credit. Distribution area: cultural pluralism.

240 Special Topics in Interdisciplinary Studies**3-4 credits**

Any current offerings follow.

240 ST: Introduction to Global Studies**Fall****Lemma****4 credits**

Despite the recent challenges to globalization (the rise of populist nativist nationalism and protectionism, the borderless nature of the ongoing public health emergency and resulting economic crisis, climate change, etc.), the global nature of the solutions required to meet these challenges demonstrates the interconnectedness and interdependence of the world we live in. This course seeks to help students develop the knowledge and skills needed to make sense of and prepare for an increasingly integrated and globalized system by providing an interdisciplinary framework for understanding the major global forces and trends that unite and separate nations and citizens of the world. This course will use a multidisciplinary approach to explore the historical, political, social, economic, and legal forces that have shaped the current world system. The course will specifically examine the discovery of the New World, colonization and slave trade; WWI and the rise of communism, fascism, and Nazism; WWII, the rise of the USA and the USSR as global powers, and the emergence of the "bipolar" global system in the post-WWII era; the collapse of the USSR and the Eastern bloc and the rise of the US-led, Western-dominated unipolar global order; the reemergence of China and Russia as global powers and the challenge it poses to the Western liberal democratic world order; the Chinese model vs. the Indian model of national development and international relations; Israel and the Middle East; the political economy of Africa; climate

change and environmental pollution; and transnational terrorism and migration. May be applied toward the Global Politics requirement of the Politics-Environmental Studies major. Distribution area: cultural pluralism.

300 Special Topics in International or Global Studies

1-4 credits

A course which examines a specific topic within the area of international studies. Any current offerings follow.

300 ST: Legal Pluralism, Custom, and Development

Spring

Lemma

1 credit

Despite the existence of formal legal systems established by states, pre-existing non-formal customary legal systems continue to subsist and operate alongside the formal ones in countries around the world, thereby giving rise to legal pluralism. This course examines the interplay between legal pluralism and development by using an interdisciplinary approach and analyzing selected case studies of different countries and regions. The course explores the definition, origin and treatment of “legal pluralism” under formal state legal systems; the conceptions and indicators of “development” by taking an expansive view of development to include not only economic, but also social, political and human development and the empowerment of women, racial and ethnic minorities, and other “vulnerable” groups; whether, how, and to what extent legal pluralism impacts development particularly in developing countries and regions; the advantages and disadvantages that each of the formal state and non-formal customary legal systems offers in relation to development; the scope and mechanisms available for intervention through law reform to make legal pluralism work to promote development; the alternative models developed in established law and development research and experience for the formal treatment of the non-formal customary arrangements through law reform, along with the forms and contents, potential benefits and possible drawbacks, and practical examples of each of the models. Graded credit/no credit. Distribution area: cultural pluralism.

400 O’Donnell Endowment: Special Topics in Applied International Studies

1-2 credits

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.

400 ST: Seminar on Law, Society, and Government

Spring

Lemma

2 credits

This is a student-centered, training-style course in which students will carry out independent research, prepare written analysis, make presentation, and conduct joint classroom discussion under the guidance and supervision of the instructor on a timely, fascinating, and thought-provoking topic related to law, society, government, global studies, or other issues of interest to them. The course is intended to help students develop the qualities of effective research and communication in the liberal arts, including collaborative teamwork, critical and analytical thinking, logical reasoning, and effective writing and oral communication skills. The course will be administered in three stages. The first will establish a common floor of understanding and will include the delivery of lectures and materials concerning knowledge, attitude, and skills pertaining to conducting field and library-based research in this subject, and the development of research topics by students. The second is dedicated to doing actual research work and preparing and submitting draft seminars by students under the guidance and supervision of the instructor. The third is a seminar presentation and classroom discussion by students. Possible, illustrative, topics for seminar work include: “Duty to Protect: Powers and Responsibilities of the Government During a Pandemic”; “The Liability of Private Businesses toward Their Employees and Clients During a Pandemic”; “Cases For/Against the US Rejoining the Paris Climate Agreement”; and “Tackling Hate Speech and Terrorism as Current Law Enforcement Challenges”. Graded credit/no credit. Distribution area: none.

490 Senior Project**Fall, Spring****Staff****1-4 credits**

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**Fall, Spring****Staff****1-4 credits**

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

Hitomi K. Johnson

Yukiko Shigeto

Akira R. Takemoto

The courses in Japanese language and literature will provide an opportunity for an in-depth study of modern Japanese language and acquiring literary and cultural knowledge of Japan. Students will gain both oral and written language proficiency and literary analysis skills.

Learning Goals

- **Language Competency:** Through sequentially structured language courses and a wide range of courses in Japanese culture, students will develop the linguistic skills necessary to speak, listen, read, and write in a range of social contexts. Advanced language courses prepare students to take an N2 level of the Japanese Language Proficiency Test.
- **Culture:** Through the exploration of literary and cultural histories of Japan, students will be able to articulate an appreciation and understanding of how modern cultural products of Japan, ranging from film, anime, and books, are fostered on the rich cultural tradition of the past.
- **Critical Thinking:** Through intense study of the Japanese language, students will gain a critical distance from their first language and naturalized frame of reference. This distance will enable them to practice ethical comparativism in engaging with cultures different from their own.
- **Research Experience:** Students will be able to use Japanese-language sources for the purpose of writing analyses of literary and cultural topics.

Placement in language courses: Students with previous language experience in Japanese must take a placement test in order to enroll. Contact Professor Shigeto to arrange a meeting.

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.

Total credit requirements for a Japanese major (exclude senior honor's project): 36

Major in Japanese Language and Literatures:

- 36 Credits excluding honors project
- Required Courses
 - 20 credits in Japanese language courses listed below, of which at least eight credits should be 300 level or above
 - 8 credits in Japanese literature courses (see course list below)
 - 8 credits in electives (see course list below)
- Other notes
 - Students who place into the third year can substitute up to four credits in language courses with literature or elective courses
 - No more than 12 credits from off-campus and transfer credit may be applied to the major
 - Students pursuing a double-major in Japanese and another discipline are allowed to use a four-credit course selected from the approved list to be counted from another major programs
 - No more than four credits in independent study may be applied toward the major with the approval of the Japanese faculty
- Senior Requirements
 - Expand two course papers
 - Oral examination
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project

- Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Language Courses (20 credits)

Japanese 105 and 106 *Elementary Japanese*
 Japanese 205 and 206 *Intermediate Japanese*
 Japanese 305 and 306 *Third-Year Japanese*
 Japanese 405 and 406 *Fourth-Year Japanese (repeatable)*

Japanese Literature Courses (8 credits)

Global Literature 222 *Introduction to Modern Japanese Literature and Culture*
 Global Literature 312 *Solitude and Imagination*
 Global Literature 322 *Eccentric Monks and Hermits in Japan*
 Global Literature 325 *Imagining Community through Japanese Literature and Film*
 Global Literature 328 *Haiku and Nature in Japan*
 Global Literature 338 *Undoing the Japanese National Narrative through Literature and Film*

Electives (8 credits)

| | |
|--|--|
| Art History 248 <i>Japanese Art and Aesthetics</i> | History 109 <i>Historical Roots of East Asia</i> |
| Global Literature 222 <i>Introduction to Modern Japanese Literature and Culture</i> | History 110 <i>East Asian History 1600 to the Present</i> |
| Global Literature 301 <i>Chinese Literature and Film Adaptation</i> | History 241 <i>Early Japanese History</i> |
| Global Literature 305 <i>Youth and Revolution in Contemporary Chinese Literature and Culture</i> | History 243 <i>Modern Japanese History</i> |
| Global Literature 312 <i>Solitude and Imagination</i> | History 248 <i>Topics in Asian History</i> |
| Global Literature 322 <i>Eccentric Monks and Hermits in Japan</i> | History 348 <i>Horseriders and Samurai</i> |
| Global Literature 325 <i>Imagining Community through Japanese Literature and Film</i> | History 355 <i>Pacific Whaling History</i> |
| Global Literature 328 <i>Haiku and Nature in Japan</i> | Japanese 405-406 <i>Fourth Year Japanese</i> |
| Global Literature 338 <i>Undoing the Japanese National Narrative through Literature and Film</i> | Philosophy 360 <i>Asian Philosophy of Women, Gender, and Sexuality</i> |
| | Religion 110 <i>Introduction to East Asian Philosophy</i> |
| | Religion 160 <i>Asian Religions and the Environment</i> |
| | Religion 251 <i>Mahayana Buddhism</i> |

Minor in Japanese:

- 20 Credits
- Required Courses
 - 2 years of Japanese from Japanese 105, 106, 205, and 206
 - One course of Japanese language or culture
- Other notes
 - Students who start with second-year Japanese will need to take 12 additional credits of Japanese language and culture
 - No courses taken PDF after declaration can be counted

105, 106 Elementary Japanese**Fall, Spring****Johnson****4 credits**

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**Fall, Spring****Fall: Takemoto; Spring: Shigeto****4 credits**

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**Fall, Spring****Shigeto****4 credits**

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**Fall****Shigeto****4 credits**

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 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. May be repeated for credit. *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**Fall, Spring****Staff****1-4 credits**

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.

492 Introduction to Japanese Calligraphy

This class will introduce students to fundamental techniques that will enhance a student's ability first to see and then to copy and produce *hiragana*, *katakana*, and *kanji* using a variety of writing implements. Students currently enrolled in a Japanese language class are encouraged to enhance their understanding of Japanese by learning how the writing system developed and how calligraphy reflects important aesthetic ideas in Japanese art and culture. Each lesson is one-half hour per week for the duration of the semester. Prerequisite: consent of instructor. P-D-F not allowed.

492 Chanoyu (The Art of Serving and Receiving Tea)

This class is designed for students interested in learning about the tradition of serving and receiving tea (*matcha*). Although the class will briefly introduce the history of tea in Japan, students should know that this is a performance class. Student will learn how to sit, stand, walk, and perform movements that will allow them to serve a bowl of tea to guests. All lessons will be in the Chikurakken, the Whitman College Tea Room. Students will sign up for individual private lessons and attend group lessons on Sunday afternoons. Prerequisite: consent of instructor. P-D-F not allowed. Fee: \$50.00 each semester.

498 Honors Thesis**Fall, Spring****Staff****4 credits**

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

The program in Japanese also includes courses in English. These classes are listed in the *Art History and Visual Culture Studies* and *Global Literatures* sections of the catalog.

Latin American Studies

Contact: Julie A. Charlip, History

Aaron Bobrow-Strain, Politics

Jason Pribilsky, Anthropology and Interdisciplinary Studies

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:

- 20 Credits
- Required Courses
 - Two courses in Latin American History
 - Eight credits from:
 - Hispanic Studies 205/206, 305/306, 325, 341, 342, 343 or any 400- level courses taught in Spanish on Latin American topic
 - Four credits from:
 - Anthropology 259; History 188, 209, 219, 283, 287, 288, 384, 387, 389, 495; Politics 242, 334; Hispanic Studies 341, 342, 343, 457; and Global Literatures 381-390 when the topic is Spanish American cinema or literature, and other courses by consent
- Other notes
 - A minimum of eight credits in Latin American history and in Hispanic Studies must be completed at Whitman
 - No courses may be taken PDF, independent study, or directed reading

The Latin American Studies minor for Hispanic Studies majors:

- 20 Credits
- Required Courses
 - Three Latin American history courses
 - At least eight credits at Whitman
 - Eight credits from the following
 - Anthropology 250, 259, History 283, 287, 384, 387, 389, 495, Hispanic Studies 437, 457, and Global Literatures 387-390 when the topic is Spanish American cinema or literature or other courses by consent
- Other notes
 - No courses PDF, independent study, or directed reading
 - Courses applied toward the Hispanic Studies major or minor may not be applied to the Latin American Studies minor

Library

100 Information Literacy

Not offered 2020-21

1 credit

Penrose Library is a center of campus life but do you ever wonder how to use the library? This course aims to introduce research processes and resources and help students feel comfortable and confident in the library. More than just searching the library catalog, we will focus on developing information literacy skills that are integral to lifelong learning and transferable to any class where you do research at Whitman. These transferable skills include: understanding how to approach a research project or paper, recognizing what resources you need and how to find them, evaluating sources with a critical lens, and exploring copyright and intellectual property. Graded credit/no credit. Open to first-and second-year students, others by consent of instruction

120 Information and Society

Spring

Carter

2 credits

Libraries in the United States and around the world have historically promoted the values of equal access to information, patrons' rights to privacy, and preservation of the cultural and historical record. At present, information is increasingly created, disseminated and preserved online, and new models for corporate or public ownership of information are being tested. With these changes, many issues and challenges arise for information access, privacy and preservation. This course will ask how do new information systems enable or constrain our civic engagement with information? We will examine topics such as "Net Neutrality" and the digital divide; scholarly publishing and open access; big data, surveillance and privacy online; and digital preservation and how it relates to the previous topics. Graded credit/no credit.

150 Research in Archives and Special Collections

Not offered 2020-21

1 credit

Through the lens of our local culture and history, this course will provide an introduction to using archives and special collections for research. After learning how archives are organized and how to navigate them, we will explore the politics of archival collections, learn to interrogate a wide variety of primary sources, and develop cross-disciplinary research questions based on these sources. Based in the Whitman College and Northwest Archives, students will get hands-on experience using collections, with a particular focus on student life, the College as institution, the Whitmans and their legacy, and the socio-cultural history of Walla Walla. Graded credit/no credit.

160 Documentation and Representation in Archives

Not offered 2020-21

1 credit

How should or can an archive as an institution document the underrepresented voices in the community/communities they serve? Through hands-on work in the Whitman College and Northwest Archives, this course will explore the ethical, legal, and technological challenges of creating-a digital or material archival collection that documents the history and politics of underrepresented voices both at Whitman College and in the Walla Walla Valley. Students will learn hands-on technological skills for using audio and video equipment, conducting interviews, capturing metadata, and organizing digital objects, and displaying digital content to public audiences. Professional and ethical standards that govern how archives negotiate with potential donors will also be considered. With this background, students will work on projects that expand who is represented in the Whitman Archives. Topics for student research could include, but are not limited to, International students, First- Generation students, the histories (and present) of student clubs and organizations, and the histories (and present) of migrations to the Walla Walla Valley. Graded credit/no credit. May be elected as Politics 204 with *Corequisite*: Politics 314 or may be taken without the co-requisite as Library 160.

Mathematics and Statistics

Chair: Russell A. Gordon

Barry Balof

James Cotts

Stacy Edmondson

David Guichard (*on Sabbatical, 2020-2021*)

Douglas Hundley

Patrick W. Keef

Marina Ptukhina

Albert W. Schueller

Mathematics and statistic courses provide an opportunity to study mathematics and statistics 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 choosing a calculus class.

Learning Goals: Upon completing the degree, a student majoring in Mathematics will:

- Be familiar with examples of the application of mathematics and/or statistics to other fields.
- Be prepared for advanced undergraduate study in mathematics and statistics. In particular:
 - Be able to write correct and coherent mathematical arguments.
 - Understand foundational mathematical ideas related to formal logic, number theory, sets, functions and relations.
- Understand core ideas of advanced undergraduate mathematics, including:
 - Fundamental concepts from abstract algebra (e.g., groups, rings, and fields).
 - Fundamental concepts from real analysis (e.g., continuity, differentiation, and integration).
- Be able to independently investigate an advanced topic in mathematics or statistics and to report the results of that investigation in a clear and organized manner, both orally and in writing.

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 and Statistics.

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 and Statistics to determine whether they should enroll in Mathematics 126 or Mathematics 225. Students receive transfer credit for Mathematics 125 only even if they start in Mathematics 225.
- III. 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.

GCE (Cambridge International) A-Level Exam students with a A*, A or B on the A-Level Mathematics Exam are considered to have completed the equivalent of Mathematics 125 and receive 3 credits in Mathematics.

P-D-F policy: The department places no restrictions on the use of the P-D-F option for mathematics courses for majors or non-majors, except that students choosing the Mathematics major must take Mathematics 225, 240, and 260 for grades.

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 and statistics courses.

Distribution: Mathematics 125, 126, 128, 225, and 247 apply to the quantitative analysis distribution area.

Total credit requirements for a Mathematics major: A student who enters Whitman College without a good working knowledge of the material in Mathematics 125 and 126 will have to complete 41 mathematics credits to fulfill the requirements for the Mathematics major (including six credits for Mathematics 125, 126).

The Mathematics major:

- 35 Credits (41 credits if starting with Mathematics 125)
- Required Courses
 - Mathematics 225, 240, 260, 455, 475; 497 or 498
 - 12 additional credits numbered above 200 (excluding 220)
- Other notes
 - An average of the grades received in Mathematics 225, 240, and 260 of 2.5 or better is required
 - All three courses ought to be completed by the end of the sophomore year
 - Grades of B (3.0) or better are strongly recommended if considering Mathematics as a major
 - For students with transfer credit in one or more of these courses, the grade earned at the institution shall be used
 - Students planning graduate study should complete
 - Mathematics 456 and 476
 - Acquire a reading knowledge of either French, German, or Russian
- Senior Requirements
 - Mathematics 497 or 498
 - Written exam in September and oral exam in January
 - Senior assessment consists of the written exam in mathematics and an oral exam over general and advanced topics.
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Mathematics minor:

- 15 Credits
 - Courses numbered 200 or above
 - At least three credits must be from a course numbered 300 or above

The Data Science minor:

- 19 Credits
- Required Courses
 - Computer Science 167
 - Mathematics 240 and 247
 - Three other courses from the following

- Computer Science 351 or 357
 - Mathematics 248, 339, 347, 349, or 350
- Other notes
 - A mathematics major may count Mathematics 240 for the major and the minor
 - Mathematics majors completing this minor will complete a minimum of 51 credits

The Economics-Mathematics major:

- 49 (27 credits in Economics and 22 credits in Mathematics)
- Required Courses
 - Economics 100 or 101, 102, 307, 308, 327, 428
 - One additional course in Economics (letter graded)
 - Mathematics 225, 240, 244, 247, 248, 349
 - 3 credits 200 level and above in mathematics
- Other notes
 - For Economics 327, Economics 227 or Mathematics 128 or 247 are a prerequisite
 - Economics 227 and Mathematics 128 do not count toward major requirements
 - Students with a score of 5 on the Principles of Microeconomics AP test will receive four credits for Economics 101
 - Students with a score of 5 on the Principles of Macroeconomics AP test will receive four credits for Economics 102.
 - Students with a score of 6 or higher on the higher level IB Economics test will receive a total of eight credits for Economics 101 and 102.
 - Courses taken PDF (including Economics 493 and 494) and Economics 498 may not be used to meet the credit requirement
- Senior Requirements
 - Senior assessment
 - Written exam in mathematics
 - Major Field Test (MFT; only offered in the spring) in economics
 - Combined oral exam
 - Scheduled by the Economics Department
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day
 - For more details
 - <https://www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors>

The Mathematics-Physics combined major:

- 49 credits (24 credits in Physics and 25 credits in Mathematics, if starting with Physics 155 and Mathematics 125)
- Required Mathematics courses

- Mathematics 225, 240, 244; and either 367 or 368
- 6 additional credits in Mathematic courses numbered above 200
- Required Physics courses
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, and 267
 - Three additional courses from among 300 to 480 level physics offerings and the course/lab combination of BBMB 324/334. This category's course selection must include at least two of the following: Physics 325, 339, 347, 357, or 385
 - Physics 347 may not be used to satisfy multiple requirements
- Other notes
 - If students place out of Physics 155 they must take 347
- Senior Requirements
 - Senior assessment
 - Written exam in mathematics
 - Written exam in physics
 - Combined oral exam
 - Scheduled by the physics department
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

125 Calculus I

Fall, Spring **Fall: Cotts, Hundley; Spring: Cotts** **3 credits**

Topics include limits and continuity. Definition, computation and applications of the derivative. An introduction to integration, including the fundamental theorem of calculus. *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

Fall, Spring **Fall: R. Gordon; Spring: Cotts** **3 credits**

A continuation of Mathematics 125, covering techniques for computing indefinite integrals, applications of the definite integral, infinite sequences and series, Taylor polynomials and power series. *Prerequisite:* Mathematics 125 or equivalent.

128 Elementary Statistics

Fall, Spring **Fall: Ptukhina; Spring: Edmondson** **3 credits**

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 credits**

On occasion, the mathematics and statistics department will offer courses on introductory topics in mathematics and statistics 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: Data Analysis and Visualization**Spring****Schueller****3 credits**

Students will learn to use Python-based tools for data analysis and visualization in the context of a series of data-centered group projects. Some data sets will be provided, while others will be collected by students using other means (e.g. smartphone sensors), or use experimental data from other courses. Mathematical and programming concepts including, but not limited to, data cleaning, normalization, frequency analysis, outliers, smoothing, numerical integration, and numerical differentiation will be addressed. May be elected as Computer Science 203.

Prerequisites: Computer Science 167 or equivalent and Mathematics 126 or equivalent. Distribution area: quantitative analysis.

220 Discrete Mathematics & Functional Programming**Fall****Loveland****3 credits**

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. May be elected as Computer Science 220. *Prerequisites:* Computer Science 167 and Mathematics 125.

225 Calculus III**Fall, Spring****Fall: Schueller; Spring: Keef****4 credits**

Topics include three dimensional geometry, partial derivatives, gradients, extreme value theory for functions of more than one variable, multiple integration, line integrals, and various topics in vector analysis.

240 Linear Algebra**Fall, Spring****Fall: Balof; Spring: R. Gordon****3 credits**

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 126; Mathematics 225 is highly recommended.

244 Differential Equations**Fall, Spring****Hundley****3 credits**

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**Fall, Spring****Fall: Edmondson; Spring: Ptukhina****3 credits**

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**Fall****Ptukhina****3 credits**

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, Economics 227, or Environmental Studies 207.

260 An Introduction to Higher Mathematics**Fall, Spring****Fall: Keef; Spring: R. Gordon****4 credits**

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 and statistics; students should plan to complete it no later than the spring semester of the sophomore year. *Prerequisite:* Mathematics 225.

281, 282 Independent Study**Fall, Spring****Staff****1-3 credits**

A reading project in an area of mathematics and statistics 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 and statistics courses at the 200-level. May be repeated for a maximum of six credits. *Prerequisite:* consent of supervising instructor.

287 Independent Study in Geometry**Not offered 2020-21****3 credits**

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 (40%), a two-hour written midterm exam (30%), and a one-hour oral final exam (30%).

Since the student will be working independently on the material, a disciplined work ethic is required. *Prerequisite:* Mathematics 225 and consent of instructor.

299 Problem-Solving in Mathematics**Fall****Balof****1 credit**

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:* Mathematics 260 or consent of instructor.

320 Theory of Computation**Fall****Stratton****3 credits**

Which problems can be solved computationally? Which cannot? Why? We can prove that computers can perform certain computations and not others. This course will investigate which ones, and why. Topics will include formal models of computation such as finite state automata, push-down automata, and Turing machines, as well as formal languages such as context-free grammars and regular expressions. May be elected as Computer Science 320. *Prerequisite:* Computer Science/Mathematics 220 or Mathematics 260.

327 Algorithm Design & Analysis**Spring****Stratton****3 credits**

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. May be elected as Computer Science 327. *Prerequisites:* Computer Science 270; Computer Science/Mathematics 220 or Mathematics 260.

337 Geometry**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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. May be elected as Computer Science 339. *Prerequisites:* Mathematics 240 and Computer Science 167.

347 Design and Analysis of Research Studies**Spring****Ptukhina****4 credits**

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.

349 Probability Theory**Spring****Edmondson****3 credits**

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**Spring****Hundley****3 credits**

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. May be elected as Computer Science 350. *Prerequisites:* Mathematics 240 and 244.

358 Combinatorics and Graph Theory**Not offered 2020-21****3 credits**

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**Spring****Schueller****3 credits**

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**Not offered 2020-21****3 credits**

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- 373 Special Topics**1-3 credits**

Any current offerings follow.

438 Statistical Theory**Fall****Edmondson****4 credits**

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 the following: Mathematics 128, Mathematics 247, Economics 227, or Environmental Studies 207.

455, 456 Real Analysis**Fall-455****R. Gordon****4 credits**

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**Not offered 2020-21****3 credits**

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. May be elected as Computer Science 467. *Prerequisite:* Computer Science 167. *Pre- or corequisite:* Mathematics 240.

471- 473 Special Topics**1-3 credits**

On occasion, the mathematics and statistics department will offer courses on advanced topics in mathematics and statistics 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**Fall, Spring****Keef****4 credits**

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**Fall, Spring****Staff****1-3 credits**

A reading or research project in an area of mathematics and statistics 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**Spring****Schueller****4 credits**

Preparation of the senior project required of all graduating mathematics majors. Each student will be matched with a faculty member from the mathematics and statistics 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**Fall, Spring****Staff****4 credits**

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.

Music

Chair: Helen Kim
Miles Canaday
Amy Dodds
John David Earnest

Gary Gemberling
Monica Griffin Hunter
David Kim
Paul Luongo

Doug Scarborough
Michael Simon
Kristin Vining
Jackie Wood

Studio Music Instructors:
Clark Bondy
Carissa Pitkin Cox
Laura Curtis
Erin Foster
Roger Garcia
Diane Gray-Chamberlain

J.J. Gregg
G. Louis Hemenway
Pablo Izquierdo
Michael Lefevre
Phil Lynch
Spencer Martin
Robyn Newton

Lori Parnicky
Lyn Ritz
Kraig Scott
Rebekah Schaub
Sally Singer Tuttle
Chelsea Spence
Maya Takemoto

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 specialize their studies in curricular tracks including Composition, History, Jazz, Performance, and Theory, or pursue studies that balance these areas with the Standard track. A student who enters Whitman without any prior college-level preparation in music will have to complete 36 credits to fulfill the requirements for 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 is not able to pass or opts not to take the exam, he or she must take piano until able to pass the exam.

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

- demonstrate thorough foundation in theoretical constructs and analysis of music.
- identify central stylistic hallmarks and societal contexts of a history of Western music.
- demonstrate technical proficiency and artistry with primary instrument or voice, as appropriate for the declared track.
- demonstrate piano proficiency.
- speak and write critically about an aesthetic and analytic understanding of music in a way that responds to diverse perspectives and viewpoints.

Distribution: Courses in music apply to the fine arts distribution area, with the following exceptions:

Cultural pluralism or fine arts: Music 115, 129, 160, 258, 354, 360.

Humanities or fine arts: Music 297, 298, 299.

Quantitative analysis and fine arts: Music 426

Total credit requirements for a Music major: 36

The Music major:

- 36 Credits
- Required Courses for all tracks
 - All tracks require piano proficiency
 - Music 126, 127, 226, 227, 297, 298, 299, 326
 - A minimum grade of C (2.0) is required in Music 227
 - Three credits of ensembles from:
 - Music 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262
- Other major requirements depending on track declared
 - **History**
 - Music 497 or 498
 - Two academic electives in music
 - Excluding applied music
 - Four credits of applied music

- No more than two credits at the 100 level
 - **Theory**
 - Two academic electives in music
 - Excluding applied music
 - Four credits of applied music
 - No more than two credits at the 100-level
 - Music 497 or 498
 - **Composition**
 - One academic elective in music
 - Excluding applied music
 - Six credits of 480
 - Three credits of applied music
 - No more than two credits at the 100-level
 - Music 497 or 498
 - **Performance**
 - Two academic electives in music
 - Excluding applied music
 - Five credits of applied music
 - two credits at the 400-level on the primary instrument
 - Two credits from:
 - 473, 474, 475, or 476
 - **Standard**
 - Two academic electives in music
 - Excluding applied music
 - Four credits of applied music
 - Two credits at the 300-level on the primary instrument
 - Two credits from:
 - 373, 374, 375, or 376
 - Music 497 or 498
 - **Jazz**
 - Music 260 and 360
 - One academic elective in music
 - Excluding applied music
 - Two credits of applied music at the 300 or 400-level on the primary instrument
 - Two credits from:
 - 473, 474, 475, or 476.
- Other notes
 - No courses may be taken PDF
- Senior Requirements
 - A thesis, project, and/or recital
 - Interrogative oral examination based on the thesis, project, and/or recital.
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day

- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Music minor:

- 18 Credits
- Required Courses
 - Music 126 and 127
 - One course from
 - 150, 297, 298, 299
 - One academic elective excluding applied music
 - Four credits from ensembles
 - 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, 262
 - Two credits of applied music at 200 or 300 level
 - Two credits of electives
- Other notes
 - No courses may be taken PDF

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 I or II, Orchestra, or Chorale) or Collaborative Piano 253, 254.

Non-majors: 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

Spring

Dodds

3 credits

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 received credit for Music 126. Students who have received credit for Music 100 and/or Music 125 may not enroll in Music 101.

115 Introduction to World Music

Not offered 2020-21

3 credits

This course introduces students to ways of thinking about music and culture. Students will begin with a basic introduction to music and to the theories and methods of ethnomusicology. The course guides students through a critical examination of music in its cultural contexts in diverse regions of the world, including Africa, the Americas, Oceania, and Asia. Students will learn to make connections between music and religion, politics, globalization and personal and group identity. In

addition, students will learn accessible performance techniques and dances associated with several styles. Discussing issues of power, appropriation, and representation in the popularization of emergent styles (ranging from reggaeton to Hindi film music), students will develop awareness of music's relation to social justice issues and debate intersecting legal, ethical, and economic positions.

126 Music Theory

Fall, Spring

Fall: Dodds; Spring: D. Kim

3 credits

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

Fall

Vining

1 credit

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

Not offered 2020-21

3 credits

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. May be taken for credit toward the Film and Media Studies major or minor.

140 Meet the Beatles

Not offered 2020-21

3 credits

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. May be taken for credit toward the Film and Media Studies major or minor.

145 Songwriting

Not offered 2020-21

3 credits

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

Fall

Canaday

3 credits

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**Spring****Gemberling****3 credits**

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**Fall, Spring****Gemberling****1 credit**

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 eight credits.

163, 164 Applied Music: Elementary Level**Fall, Spring****Staff****1 credit**

Designed for students wishing to begin studies (or having very minimal experience) in applied music. Open to all students. Applied Music comprises approximately 12-13 one-half hour classes 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 per semester and accomplish any necessary associated work. A final assessment will take place. Some Applied Music Instructors may also require studio classes periodically through the semester. Prerequisite: consent of instructor. P-D-F not allowed. Course fee applies.

203 Special Topics in Music**1-4 credits**

Any current offerings follow.

203 ST: Voices: Perspectives in Choral Music during the Pandemic**Fall, Spring****Canaday****1 credit**

This course is the temporary substitution for Chorale (MUS 241-A and 242-A). Due to the COVID-19 pandemic, choral singing rapidly switched from one of the most healthy, fulfilling group activities available to one of the most dangerous. The study of choral music, however, can be approached in many ways besides traditional rehearsals and performances. This course encompasses topics in choral music ranging from classics to additional perspectives outside the common canon; virtual (asynchronous) choral singing; and current trends in choral music. Open to all. No course fee. Distribution area: fine arts.

211, 212 Orchestra**Fall, Spring****Luongo****1 credit**

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.

226 Music Theory II**Spring****Scarborough****3 credits**

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.

227 Aural Skills II**Spring****Staff****1 credit**

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.

231, 232 Wind Ensemble**Fall, Spring****Gemberling****1 credit**

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**Not offered Fall please see MUS 203****Canaday****1 credit**

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**Not offered 2020-21****1 credit**

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 credit**

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, 252 A: Opera Workshop**Spring****Hunter****1 credit**

Rehearsal and performance of musicals and operas, given in conjunction with the Theater department. In general, music credit is offered for opera, and drama credit is given for musical Theater. *Prerequisite*: consent of instructor. P-D-F not allowed.

251, 252 B: Whitman Chamber Singers**Not offered Fall****Canaday****1 credit**

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. P-D-F not allowed. Membership open only to members of the Chorale. *Co-requisite*: Music 241 or 242.

251, 252 C: Chamber Winds**Not offered 2020-21****1 credit**

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 four credits.

251, 252 E: Chamber Music**Fall, Spring****Dodds****1 credit**

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**Not offered 2020-21****1 credit**

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 four credits.

252F: Production of a Musical**Spring****Staff****1 credit**

Instrumental rehearsal and performance of the musical, given in conjunction with the Theater and Dance Department. This course is intended only for the instrumental performers in the project. P-D-F not allowed. *Prerequisite:* consent of instructor.

253, 254 Collaborative Piano

Fall, Spring

Wood

1 credit

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

Not offered 2020-21

3 credits

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

Not offered 2020-21

3 credits

This course examines the historical development and musical structures of music 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

Not offered 2020-21

3 credits

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

Fall, Spring

Scarborough

1 credit

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

Fall, Spring

Staff

1-2 credits

A maximum of two credits per applied field per semester. One credit for each half-hour lesson per week. Students assigned to instructors based on 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.

265L, 266L Studio Music Performance Class

Spring

Staff

0 credits

Studio Performance Class is a lab that supports Applied Music (MUS 163/164 - MUS 463-464) and provides performing opportunities to our music students in a masterclass atmosphere. *Prerequisite:* consent of instructor.

268, 269 Jazz Choir**Not offered 2020-21****1 credit**

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.

270 Diction for Singers**Fall****Hunter****3 credits**

This course will serve as an introduction to English, Italian, French, German, and Latin diction in singing. The International Phonetic Alphabet will be used as a tool to enable students to effectively study, pronounce, and sing music in these languages. Diction is a skill set essential to any serious student of singing and would also benefit anyone participating in Applied Voice Lessons, Chorale, Chamber Singers, Opera Workshop, Musical Theater Productions, and/or extra curricular singing groups or activities.

271 Introduction to Music Technology**Fall****M. Simon****3 credits**

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. May be taken for credit toward a Film and Media Studies major.

297 Music History I: Middle Ages through Baroque**Fall****Luongo****3 credits**

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**Spring****Luongo****3 credits**

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**Fall****Luongo****3 credits**

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.

310 Special Studies**3 credits**

Any current offerings follow.

314 Symphonic Literature**Not offered 2020-21****3 credits**

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 in 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**Fall****Ernest and D. Kim****3 credits**

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.

340 Beginning Conducting**Spring****Canaday****3 credits**

Beginning Conducting will build basic conducting techniques, focusing on baton use, patterns, cuing, and the use of the left hand, combining these elements toward active music-making. As a secondary component, the course will also build keyboard and sight-singing skills. No prior conducting experience is required. Enrollment is limited to 15. A basic level of reading music is required for the course. *Prerequisite:* Music 101 or 126, or consent of instructor.

342 Classical Music in Film**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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**Fall, Spring****Staff****1-2 credits**

A maximum of two credits per applied field per semester. One credit for each half-hour lesson per week. Students assigned to instructors based on 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**Not offered 2020-21****3 credits**

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**Spring****M. Simon****3 credits**

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. In addition, an introduction to perception and cognition in music will be included. May be taken for credit toward a Film and Media Studies major. *Prerequisite:* Music 271 or consent of instructor. May be repeated one time for credit.

373, 374 Senior Recital for Standard Track Music Majors**Fall, Spring****Staff****2 credits**

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**Fall, Spring****Staff****2 credits**

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 497. 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**Fall, Spring****Staff****1-3 credits**

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**Not offered 2020-21****3 credits**

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.

451 Special Topics in Music**1-4 credits**

Any current offerings follow.

451 ST: Integrating Diverse Musical Perspectives**Spring****D. Kim****3 credits**

This course will explore how different forces (cultural, technological, aesthetic, theoretical, etc.) can and have altered musical practices and thought, with the twofold aim of considering and integrating diverse perspectives, and understanding their effect on musical process. How, for instance, did certain composers become elevated over others, and what were the historical factors that shaped their associated narratives? Why have certain musical traditions been preserved while others have been cast aside? A variety of topics – including overlooked musicians and musical traditions, reception history, interpretation, improvisation, and music theories and histories - will be scrutinized. Coursework will revolve around weekly discussions and critical responses to primary and secondary reading and listening/viewing assignments. Requirements include written work and extensive in-class participation. *Prerequisite:* Music 326 or consent of instructor. Distribution areas: fine arts or humanities.

463, 464 Applied Music: Performance Level**Fall, Spring****Staff****1-2 credits**

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**Fall, Spring****Staff****2 credits**

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. *Prerequisite:* consent of instructor. *Fee:* \$800. Applied lesson scholarships can be used to cover this fee.

475, 476 Senior Honors Recital for Performance Track and Jazz Track Music Majors**Fall, Spring****Staff****2 credits**

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**Fall, Spring****Earnest****3 credits**

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**Not offered 2020-21****3 credits**

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**Fall, Spring****Dodds, Earnest****1-3 credits**

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**Fall, Spring****Staff****1-3 credits**

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: Michelle Jenkins
 Mitchell S. Clearfield
 Thomas A. Davis

Patrick R. Frierson
 Rebecca Hanrahan
 Julia A. Ireland (*on Sabbatical, 2020-2021*)
 Wenqing Zhao

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.

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

- develop individual insights, pursue them with depth, and present them clearly in writing.
- develop individual insights and present these insights clearly and rigorously orally.
- understand the history of philosophy and be able to reconsider questions and problems as they are raised and transformed by a succession of thinkers.
- use philosophical tools for close reading, investigation, analysis, and argument.
- discover and question hidden assumptions in their own work and the work of others.

Distribution: Courses completed in philosophy apply to the humanities distribution area, except for Philosophy 200 and 488, which apply to quantitative analysis. Philosophy 260 may be applied to either humanities or cultural pluralism.

Total credit requirements for a Philosophy major: 32

The Philosophy major:

- 32 Credits (36 credits if pursuing honors)
- Required Courses
 - Philosophy 201 and 202
 - One course from each of the three categories: Analytic, Continental, Ethics (see course list below)
 - At least two courses from the 300 or 400 level
- Other notes
 - No one course can be used to satisfy two categories
 - Philosophy 201 and 202 should be completed before the end of the students' seventh semester
 - No courses may be taken PDF
- Senior Requirements
 - Rewriting of a seminar paper from a 300- to 400-level course
 - Written comprehensive exam
 - Oral exam
 - Focus on revised seminar paper and answers from the written exam
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction

- The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
- The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
- **The Honors Thesis (a total of eight credits):** Majors interested in writing an honors thesis must have a cumulative GPA of at least 3.300 on all credits earned at Whitman and a major GPA of at least 3.500, must complete at least 36 credits of coursework in philosophy and complete the following:
 - Submit a proposal to the department two weeks before the end of the spring semester of their junior year
 - 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
 - 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
 - Successfully complete a public oral examination of the honors thesis before the end of the third week of April

The Philosophy minor:

- 20 Credits
- Required Courses
 - Philosophy 201 and 202
- Other notes
 - Philosophy 479 may not be applied
 - No courses may be taken PDF

Courses in Analytic, Continental, and Ethics Philosophy

Analytic:

Philosophy 107 *Critical Reasoning*
 Philosophy 117 *Problems in Philosophy*
 Philosophy 125 *Philosophy of Science Fiction*
 Philosophy 137 *Skepticism, Relativism, and Truth*
 Philosophy 210 *Epistemology*
 Philosophy 235 *Philosophy of Feminism*
 Philosophy 261 *Philosophy of Science*
 Philosophy 262 *Animals and Philosophy*
 Philosophy 270 *Self and World*

Philosophy 320 *Contemporary Pragmatism*
 Philosophy 329 *Wittgenstein*
 Philosophy 332 *Reproduction*
 Philosophy 336 *Language and Meaning*
 Philosophy 337 *Philosophy of Mind*
 Philosophy 356 *Contemporary Philosophy of Science*
 Philosophy 488 *Symbolic Logic*

Continental:

Philosophy 105 *The Gift of Art*
 Philosophy 122 *Radical Thoughtlessness*
 Philosophy 205 *The Genesis of Non-Violence*
 Philosophy 206 *The Hermeneutics of the Subject*
 Philosophy 215 *Ethics after Auschwitz*
 Philosophy 216 *Cosmopolitanism, Citizenship, and Belonging*
 Philosophy 239 *Aesthetics*
 Philosophy 260 *Queer Friendship*

Philosophy 300 *Emerson*
 Philosophy 302 *Heidegger and Architecture*
 Philosophy 318 *Hannah Arendt as Political Thinker*
 Philosophy 321 *Changing the Subject: Judith Butler and Philosophy*
 Philosophy 331 *Nietzsche and Heidegger*
 Philosophy 408 *Studies in American*
 Philosophy 410 *Special Topics in Continental*
 Philosophy 422 *Heidegger's "Being and Time"*

Ethics:

Philosophy 110 *East Asian Philosophies and the Good Life*

Philosophy 115 *Philosophy of Education*

Philosophy 120 *Environmental Ethics*

Philosophy 127 *Ethics*

Philosophy 141 *Punishment and Responsibility*

Philosophy 151 *Philosophy and Literature*

Philosophy 205 *The Genesis of Non-Violence*

Philosophy 208 *Ethics and Food*

Philosophy 215 *Ethics after Auschwitz*

Philosophy 216 *Cosmopolitanism, Citizenship, and Belonging*

Philosophy 217 *Bioethics*

Philosophy 219 *Case Studies in Applied Ethics*

Philosophy 222 *Education and Autonomy*

Philosophy 227 *Concepts of Nature in Modern European Philosophy*

Philosophy 251 *Chinese Philosophy and Contemporary Issues*

Philosophy 262 *Animals and Philosophy*

Philosophy 300 *Emerson*

Philosophy 311 *Plato*

Philosophy 312 *Aristotle*

Philosophy 315 *Happiness*

Philosophy 322 *Kant's Moral Philosophy*

Philosophy 332 *Reproduction*

Philosophy 340 *ST: The Analects*

Philosophy 351 *What is the Human Being?*

Philosophy 360 *Asian Philosophy*

Philosophy 400 *Values*

Philosophy 461 *Global Health Ethics*

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

105 The Gift of Art**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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.

110 East Asian Philosophies and the Good Life**Not offered 2020-21****4 credits**

This course aims at providing a gateway for you to engage with prominent philosophers in three major East Asian traditions, namely Confucianism, Daoism, and Buddhism. Such engagement takes the format of philosophical dialogues around questions that are important for us to live "a good life." Upon completion of the course, you are going to learn about key ideas and arguments in the tradition, how to read philosophy out of historical texts situated in another cultural tradition, and ways of developing your own personal philosophy in conversations with the East Asian thinkers.

115 Philosophy of Education**Not offered 2020-21****4 credits**

This course examines a variety of issues in the philosophy of education, ranging from the general nature and proper aims of education to a variety of specific issues in contemporary educational philosophy and policy such as the role and nature of diversity in education, moral education, testing and assessment, and the role of technology in education. We start with a historical survey of some central approaches to the philosophy of education from ancient Greece and China through modern Europe and then turn primarily to contemporary thinkers debating key issues. We end the course by engaging with the thought of one of the most important progressive educational thinkers of the twentieth century, the Brazilian philosopher Paulo Friere. Students will be required to participate in class discussion, to lead at least one debate over the course of the semester, and to write several short papers.

117 Problems in Philosophy**Spring****Clearfield, Hanrahan****4 credits**

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**Spring****Hanrahan****4 credits**

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 Radical Thoughtlessness**Fall, Spring****T. Davis****4 credits**

In John Ashberry's *Girls on the Run*, we find that "The unthinkable is common knowledge today." Does it then follow that the unconscionable has become perfectly ordinary? We will pursue this question in light of David Foster Wallace's cooked lobster and St. Augustine's stolen pears to prepare us to examine the relation between Adolf Eichmann's radical thoughtlessness and Elizabeth Costello's inordinate knowledge in work by Hannah Arendt, J. M. Coetzee, and Stanley Cavell.

125 Philosophy of Science Fiction**Fall****Jenkins****4 credits**

Science fiction as a genre invites us to explore distinctly philosophical questions, including questions about the nature of existence, the nature of time, what it means to be a person, the possibility of free will, and our obligations toward others. In this course, we will engage with these sorts of questions, drawing both from philosophical texts and from science fiction short stories, novels, and movies. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only. Fulfills the Analytic category requirement for the major.

127 Ethics**Spring****Frierson****4 credits**

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.

137 Skepticism, Relativism, and Truth**Not offered 2020-21****4 credits**

The existence of objective truth is hotly debated, both within popular culture and in academic circles. Whether it exists at all, and about which topics, seems to make a significant difference personally, politically, and intellectually. In this course, we will begin by looking at skeptical and relativistic challenges to the existence and attainability of objective truth in general. Then, we will examine a series of more specific challenges regarding the ability of science to reveal deeper objective truths about how the world works, regarding the possibility for genuine understanding and evaluation across languages and cultures, and regarding the existence of objective moral values. We will end by considering the potential value of truth itself, and the relationship between truth and genuine happiness. This course is intended for first-year students and sophomores; open to juniors by consent; not open to seniors. Applies to the Analytic requirement for the philosophy major.

141 Punishment & Responsibility**Spring****Clearfield****4 credits**

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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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 credits

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 Symbolic Logic

Not offered 2020-21

4 credits

Symbolic logic attempts to capture certain features of human language and reasoning in a precise, systematic way. Logic is used in some branches of philosophy, as well as in linguistics, computer science, mathematics and statistics, and other fields. In this course, we will develop techniques for working with a logical “language,” translating between that language and ordinary English, and constructing formal proofs within that language following specified rules from premises to conclusions. We will cover both propositional logic and first-order quantificational logic, as well as the basic concepts of set theory.

201 Ancient Greek and Roman Philosophy

Fall, Spring

Jenkins

4 credits

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 Modern European Philosophy

Fall

Frierson

4 credits

A survey of key 17th and 18th century European philosophers and texts, from Descartes' *Meditations* through key works by Hume and Kant.

205 The Genesis of Non-Violence

Not offered 2020-21

4 credits

An examination of the origins and development of non-violence as a way of life. We begin with how conflict at the level of fundamental presuppositions will necessarily lead to the perception of injustice as a possible ground for violence. Then turn

to how Socrates argues that it is better to suffer injustice than to commit it, and how Jesus introduces the proper response to violence as turning the other cheek. Gandhi then takes up both Jesus and the Bhagavad-Gita to develop Satyagraha as a way of life, including the specific form of resistance that he called “noncooperation.” We end with a careful examination of Martin Luther King's "Letter from a Birmingham Jail.

206 The Hermeneutics of the Subject

Not offered 2020-21

4 credits

In 1923 Martin Heidegger gave lectures published as *Ontology: Hermeneutics of Facticity* that laid the groundwork for the development of a new understanding of the very act of understanding itself. And in 1981 Michel Foucault gave lectures published as *The Hermeneutics of the Subject* that redirected the Heideggerian opening into a radical reappropriation of the act of understanding integral to philosophy as a way of life as that way of life was practiced by the Greeks and Romans. This course will closely read selections from these two texts to examine the importance of the relation between the subject and truth in today's supposedly “post-truth” world.

208 Ethics and Food: What's for Dinner?

Not offered 2020-21

4 credits

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

Fall

Hanrahan

4 credits

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

Not offered 2020-21

4 credits

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 Asian and Middle Eastern Studies major. May be elected as Religion 208.

215 Ethics after Auschwitz

Fall

Ireland

4 credits

This course examines the moral challenge of what it means to be ethical after Auschwitz. Using Hannah Arendt's analysis of the concentration camp as a touchstone, it includes texts by Primo Levi, Victor Klemperer, Kant, Giorgio Agamben, Karl Jaspers, and Emmanuel Levinas, as well as poems by Nelly Sachs and Paul Celan, and the film *Son of Saul*. Course taught in English. May be elected as German Studies 215 for students with intermediate or advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. Open to Seniors by consent of instructor only.

216 Cosmopolitanism, Citizenship, and Belonging

Not offered 2020-21

4 credits

With the recent resurgence of nativism across the globe, the concept of “world citizenship” has received renewed attention by philosophers and critical theorists. On the one hand, the notion of world citizenship has been invoked to combat nationalism and xenophobia; at the same time, however, it remains a site of contestation over what “world” itself means as a universal idea and self-evident image of commonality or belonging. The aim of this course is to examine how

philosophers and contemporary theorists have understood world citizenship, cosmopolitanism, and belonging against the backdrop of current political crises. Readings draw from contemporary and canonical figures, and include Appiah, Kant, Arendt, Derrida, Benhabib and Judith Butler. The course is writing and discussion intensive; the final integrative essay applies conceptual resources to a current political event, e.g. immigration, the status of asylum cities.

217 Bioethics

Spring

Zhao

4 credits

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.

218 Restorative Justice

Fall

Clearfield

4 credits

Restorative justice views wrongdoing as a breach of personal and/or communal relationships, and proposes that the proper response to wrongdoing is to make efforts to repair those relationships. In this course, we will examine both the theory and practice of varying forms of restorative justice, both within the U.S. and in other countries. In a final project, groups of students will propose ways that our society could implement ideas of restorative justice -- within, alongside, or in place of our current criminal justice system. Note: If possible, almost all course meetings will occur at the Washington State Penitentiary, and the class will be composed of incarcerated and non-incarcerated students. Students must follow all rules and guidelines of the Penitentiary. Consent of the instructor is required, and students must also submit to, and pass, a criminal background check conducted by the Penitentiary. All semester, the course's meeting time will be 5:00-8:30 p.m. Interested students should contact the instructor as soon as possible. *Prerequisite*: consent of instructor.

219 Case Studies in Applied Ethics

Not offered 2020-21

4 credits

The course will begin with a brief introduction to different ethical theories and frameworks. Then for the bulk of the semester, students will work in teams to develop and support proposed resolutions to specific case-studies that the class as a whole will select. The culmination of the semester will be a public exhibition where teams will present their competing resolutions. Students will also submit individually-written position papers about the cases. Note: Almost all course meetings will occur at the Washington State Penitentiary, and teams will consist of combinations of incarcerated and non-incarcerated individuals. 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. All semester, this course's meeting time will be 5:00-8:15pm. May be repeated for a maximum of eight credits. Previous coursework in Philosophy is not expected, but consent of the instructor is required. Interested students are invited to contact the instructor prior to the beginning of the pre-registration period. *Prerequisite*: consent of instructor.

220 Special Topics: Philosophy and Literature

4 credits

We will use texts from philosophy and literature to explore specific problems. Any current offerings follow.

222 Education and Autonomy

Fall

Frierson

4 credits

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

Not offered 2020-21

4 credits

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 elected as Environmental Studies 227.

235 Philosophy of Feminism**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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.

251 Chinese Philosophy and Contemporary Issues**Fall****Zhao****4 credits**

This course explores major schools in Chinese philosophy and how they can be applied to think about contemporary issues. Part One surveys the fundamental concepts of the three main schools in the Chinese tradition, namely Confucianism, Daoism, and Chinese Buddhism. Part Two focuses on the theoretical and practical relevance of Chinese philosophy to contemporary issues. Part Two is divided into three themes: the self and family, community and extending care, and ideal governance. May be taken for credit toward the South Asian and Middle Eastern Studies major.

260 Queer Friendship**Not offered 2020-21****4 credits**

Near the end of his life, Foucault gave an interview on "Friendship as a Way of Life" meant to reconsider the possibility of friendship between men. We will take up Foucault's prompt in three steps. First, we will examine Stanley Cavell articulation of the Heideggerian distinction between "predicates of identity" and "existentials of possibility" to introduce a new way to understand the nature of possibility. Second, we will reread classic Greek sources on the internal relation between *eros* and *philia*, moving from Anne Carson's *Eros the Bittersweet* to Aristotle's treatment of pleasure and friendship in the *Nicomachean Ethics* to the gay theorist Leo Bersani's examination in *Intimacies* of the "impersonal intimacy" at work in Plato's *Symposium* and *Phaedrus*. With this background, we will attend to the contemporary American gay poet Henri Cole's exploration of the difficult landscape of gay intimacy. May be taken for credit toward the Gender Studies major or minor.

261 Philosophy of Science**Not offered 2020-21****4 credits**

This course focuses on philosophical issues that arise in the context of modern science. We will start with problems related to science in general, such as the difference between science and pseudoscience, the problem of induction, the nature of scientific objectivity, feminist critiques of science, and the role of values in science. We will then focus on philosophical problems arising within particular sciences, with a special focus on the philosophy of biology.

262 Animals and Philosophy**Not offered 2020-21****4 credits**

Our lives are intertwined with the lives of animals. We eat them, wear them, and experiment on them, and yet we also consider them family members. What are animals such that they can serve all of these purposes? We will engage this question through two interrelated pathways. We will try to understand the mental lives of non-human animals. And we will try to define the moral dimensions of our relationship to animals. Formerly Philosophy 345-may not be take for credit if completed 345.

270 Self and World
Not offered 2020-21

4 credits

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
Not offered 2020-21

4 credits

A close reading of selected essays by Emerson with critical responses based on work by Nietzsche, Levinas, and Stanley Cavell.

302 Heidegger and Architecture
Not offered 2020-21

4 credits

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 credits

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

Fall

Jenkins

4 credits

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 credits

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
Not offered 2020-21

4 credits

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. Distribution area: humanities.

318 Hannah Arendt as Political Thinker**Not offered 2020-21****4 credits**

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 terms the *vita activa*. Texts will include selections from *Origins of Totalitarianism*, *The Human Condition*, and *Eichmann in Jerusalem* as well as essays from Arendt’s work on cultural theory. Course taught in English. May be elected as German Studies 318 for students with intermediate or advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

320 Contemporary Pragmatism**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 Rhetoric, Writing and Public Discourse 321. *Prerequisite*: Philosophy 201, Rhetoric, Writing and Public Discourse 230, or consent of instructor.

322 Kant’s Moral Philosophy**Not offered 2020-21****4 credits**

This course explores Kant’s moral theory and recent appropriations of that moral theory in contemporary neo-Kantian ethics. *Prerequisite*: Philosophy 127 or Philosophy 202 or consent of instructor.

329 Wittgenstein**Not offered 2020-21****4 credits**

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. However, he did so in two radically different ways early and late in his career. In this course, we will work carefully through works from both periods, supplemented by relevant secondary sources.

332 Reproduction**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Spring****Hanrahan****4 credits**

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 credits**

An examination of a philosopher or philosophical movement. Any current offerings follow.

340 Special Topics: Philosophical Problems**4 credits**

An examination of a philosophical problem. Any current offerings follow.

340 ST: The Analects**Fall****Zhao****4 credits**

This course is a close reading of the Analects, a seminal text in the Confucian tradition. As a class, we will explore the philosophy of the Analects and ways of reading the Analects as philosophy. We will also practice writing one's own philosophical commentary for the Analects following examples of historic Chinese philosophers. May be taken for credit as Asian and Middle Eastern Studies 301. Distribution area: cultural pluralism or humanities.

351 What is the Human Being?**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 philosophy course or consent of instructor.

360 Asian Philosophy of Women, Gender, and Sexuality**Not offered 2020-21****4 credits**

This seminar course explores key systems of thinking about women, gender, and sexuality in Asian traditions. Can one be a Confucian feminist? What about a Daoist feminist? How do we evaluate these culturally situated views? And most importantly, how can Asian philosophies help us understand the following dualities: sex/gender, nature/nurture, and biological/constructed? Drawing upon studies in social anthropology, psychology, and neuroscience, this seminar course critically engages with gender issues in Asian philosophy. May be taken for credit toward the South Asian and Middle Eastern Studies major.

400 Values**Not offered 2020-21****4 credits**

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 credits**

A close reading of a text from the classic American philosophical tradition. Any current offerings follow.

410 Special Topics in Continental Philosophy**4 credits**

An examination of a text or problem from the Continental philosophical tradition. Any current offerings follow.

410 ST: The Courage of Truth**Spring****T. Davis****4 credits**

A close reading of Michel Foucault's final 1984 lectures at the College de France entitled, The Courage of Truth, in which Foucault carefully traces the development of what today we would call "speaking truth to power" from Socrates through the Cynics to the New Testament. Applies to the Continental major requirement. Distribution area: humanities.

422 Heidegger's Being and Time**Not offered 2020-21****4 credits**

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. Course taught in English. May be elected as German Studies 422 for students with intermediate or advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

Prerequisite: one philosophy course at the 200-level or above or consent of instructor.

461 Global Health Ethics**Fall****Zhao****4 credits**

This seminar course discusses normative concepts, questions, and principles surrounding global health care from an interdisciplinary perspective. Drawing upon studies of health care policy, social psychology, and medical anthropology, this course critically engages with ethical issues such as the social epistemology of health, fair distribution of health care resources, and cultural challenges to universal health care principles.

479 Philosophy Colloquium**Not offered 2020-21****1 credit**

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**Fall, Spring****Staff****1-4 credits**

Study of selected philosophies or philosophic problems. *Prerequisite:* consent of and arrangement with instructor.

488 Tutorial in Symbolic Logic**Fall, Spring****Staff****4 credits**

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**Fall, Spring****Staff****4 credits**

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: Frederick G. Moore

Moira Gresham (*on Sabbatical, Spring 2021*)

Kurt R. Hoffman, *Chair, Division III*

Douglas H. Juers

Barbara Sanborn

Marc Zajac

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 or calculus will have to complete 47 credits to fulfill the requirements for the physics major. Courses numbered 300 and above may not be taken P-D-F.

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

- Solve problems using discipline specific knowledge and techniques.
- Design and conduct an experimental investigation, analyze the data, and assess theoretical models of the system being studied.
- Communicate their results through written and/or oral expression.

Distribution: Some courses completed in physics apply to the science, science laboratory, and quantitative analysis distribution areas.

The Physics major:

- 30 credits (29 if completing Phys 347 in lieu of Phys 155) and 16 additional credits in mathematics (with no prior experience in physics)
- Required courses
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, 267, and 339
 - Four additional courses from among 300 to 480 level physics offerings and the course/lab combination of BBMB 324/334. This category's course selection must include at least three of the following: Physics 325, 347, 357, or 385
 - Physics 347 may not be used to satisfy multiple requirements
 - Mathematics 225, 244, and either 240 or 367
- Other notes
 - If students place out of 155 they must take 347
 - No courses may be taken PDF
- Senior Requirements
 - Written and oral exam
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline

- The department submit “Senior Assessment/Major Study Certificate” to the Registrar’s Office no later the Reading Day
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Physics minor:

- 18 Credits
- Required Courses
 - Physics 145 or 155, 156, 245, 255, 267
 - Three credits in physics 200-480, or BBMB 324 or 334

The Mathematics-Physics combined major:

- 49 credits (24 credits in Physics and 25 credits in Mathematics, if starting with Physics 155 and Mathematics 125)
- Required Mathematics courses
 - Mathematics 225, 240, 244, 367 or 368
 - 6 additional credits in Mathematic courses numbered above 200
- Required Physics courses
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, and 267
 - Three additional courses from among 300 to 480 level physics offerings and the course/lab combination of BBMB 324/334. This category’s course selection must include at least two of the following: Physics 325, 339, 347, 357, or 385
 - Physics 347 may not be used to satisfy multiple requirements
- Other notes
 - If students place out of Physics 155 they must take 347
- Senior Requirements
 - Senior assessment
 - Written exam in mathematics
 - Written exam in physics
 - Combined oral exam
 - Scheduled by the physics department
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar’s Office of students pursuing Honors by the specified deadline
 - The department submit “Senior Assessment/Major Study Certificate” to the Registrar’s Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Physics-Astronomy combined major:

- 59 Credits
 - 22 credits in astronomy
 - 24 credits in physics
 - 13 credits in mathematics

- Required Courses
 - Astronomy 177, 178, 179, 310, 320 or 330
 - At least two credits from: Astronomy 320, 330, 350, 360, 380, 391, 392 or 490
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, and 267
 - Two courses from Physics 325, 339, 347, 357, 385
 - One physics course 300-480 or BBMB 324 and 334
 - Mathematics 225 and 244
- Other notes
 - If students place out of Physics 155, they must take Physics 347
 - Physics 347 may not be used to satisfy multiple requirements
 - Additional physics courses, Computer Science 167, Mathematics 240, 367, and 368 are recommended
 - No courses may be taken PDF
- Senior Requirements
 - Senior assessment consisting of a
 - Two-part comprehensive written examination
 - One-hour oral exam conducted jointly
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Geology-Physics combined major

- 61-62 total credits (with no credit for prior experience)
 - 25 credits in geology
 - 21-22 credits in physics
 - 13 credits in mathematics
 - 4 credits in chemistry
- Required geology courses:
 - Introductory geology: Geology 110 and 111, or 120 and 121, or 125 and 126
 - Geology 227, 270, 310, 358, 405, 420, and 470
- Required physics courses:
 - Physics 145 or 155 or 347
 - Physics 156, 245, 255, and 267
 - Two of the following: Physics 325, 339, 347, 357, or 385
 - Physics 347 may not be used to satisfy multiple requirements
- Required supporting science courses:
 - Chemistry 125 and 135
 - Mathematics 225 and 244

- Other Notes:
 - No courses taken PDF may be applied to the major
 - If students place out of Physics 155, they must take Physics 347
- Senior requirements:
 - Geology 470
 - Senior assessment:
 - Comprehensive written exams in both geology and physics
 - One-hour oral exam by physics and geology faculty
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

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 and statistics requirements for students taking a physics major with no advanced placement in calculus is as follows:

- I. First year: Mathematics 125 (three credits); Physics 155, Mathematics 126 (seven credits).
- II. Second year: Physics 156, Mathematics 225 (eight credits); Physics 245, 255, Mathematics 244 (eight credits).
- III. Third year: Physics 325, a 2nd 300-level Physics course, Mathematics 240 (nine credits).
- IV. Fourth year: Physics 385 (four credits).

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 advisor 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 credits

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

Not offered 2020-21

3 credits

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.

104 Quantum Physics: What Gives?

Not offered 2020-21

3 credits

Quantum physics is the most precisely tested physical theory yet produced. It can explain the behavior of elementary particles, atoms, lasers, electronic circuits and nuclear reactors. Quantum physics promises to yield unbreakable encryption and ultrafast computation. Yet, its predictions often defy common sense; objects can be in multiple places at once and they appear to influence each other instantaneously over great distances. This course will provide an introduction to the concepts of quantum physics with no prerequisites beyond algebra and trigonometry. 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 104.

105 Energy and the Environment

Not offered 2020-21

3 credits

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

Not offered 2020-21

1 credit

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; for Physics 116: Physics 156; or consent of instructor. Physics 115 and 116 each may be taken once for a total of two credits. No examinations. Graded credit/no credit only. Does not fulfill science or quantitative analysis distribution.

145 General Physics I – with Applications to Life and Earth Sciences

Fall

Zajac

4 credits

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 145L). 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

Spring

Zajac

4 credits

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 146L). 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. *Prerequisites:* Physics 145, 155 and Mathematics 125.

155 General Physics I

Spring

Hoffman, Juers, Moore

4 credits

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 155L). 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

Fall

Gresham, Hoffman

4 credits

This course is a continuation of the course Physics 155. Topics studied include electricity and magnetism, circuits, optics, plus brief introductions to more contemporary topics such as special relativity or quantum physics. Students enrolling in Physics 156 also will be required to enroll in an associated laboratory course (Physics 156L). Three 50-minute 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 or 155. *Pre- or corequisite:* Mathematics 126.

200-203 Special Topics

1-4 credits

Any current offerings follow.

245 Twentieth Century Physics I

Spring

Juers

3 credits

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; Mathematics 126. *Corequisite:* Mathematics 225.

255 Twentieth Century Physics Laboratory

Spring

Staff

1 credit

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.

267 Analog & Digital Electronics and Instrumentation

Fall

Moore

3 credits

This is a semester long course/laboratory combination that serves as an in-depth introduction to the theory and practice of analog/digital electronics and instrumentation. The course content may include: combinational logic, Boolean algebra, Karnaugh maps, sequential logic, digital circuit design, AC signals, equivalent circuits, filter theory and implementation, transistor theory and implementation, and operational amplifier circuits. Meets for one 80 minute class and one 3-hour lab per week (two sections of lab offered). *Prerequisite:* Physics 245.

300-303 Special Topics

1-4 credits

Any current offerings follow:

325 Electricity and Magnetism

Spring

Zajac

3 credits

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 245 and Mathematics 244.

339 Advanced Laboratory**Spring****Moore****3 credits**

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 267.

347 Classical Mechanics**Fall****Sanborn****3 credits**

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 245.

348 Optics**Not offered 2020-21****3 credits**

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:* Mathematics 244. *Corequisite:* Physics 245.

357 Thermal Physics**Not offered 2020-21****3 credits**

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:* Mathematics 244. *Corequisite:* Physics 245.

377 Particle Physics**Fall****Gresham****3 credits**

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 245. *Recommended corequisite:* Mathematics 240.

385 Quantum Mechanics I**Spring****Sanborn****3-4 credits**

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). Lectures, discussion, problems. In years when the Quantum Mechanics laboratory is offered as a corequisite with the course experiments will include single photon interference, and tests of local realism (e.g., Bell inequalities). The course will be 3-credits with no lab, and 4-credits with the lab. *Prerequisites:* Physics 245 and Mathematics 244. *Recommended prerequisite:* Mathematics 240 or 367.

451, 452 Advanced Topics in Physics**1-3 credits**

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**Not offered 2020-21****1 credit**

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**Fall, Spring****Staff****1-3 credits**

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**Fall, Spring****Moore****3 credits**

Preparation of a thesis.

498 Honors Thesis**Fall, Spring****Staff****3 credits**

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: Susanne Beechey

Aaron Bobrow-Strain

Shampa Biswas, *Chair, Division I*

Philip D. Brick

Arash Davari (*on*

Sabbatical, Fall 2020)

Jack Jackson

Özge Serin

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.

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.

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

Total credit requirements for a Politics major: 36

The Politics major:

- 36 Credits
- Required Courses
 - At least 12 credits of 300- and 400-level courses, not including 490 and 497 or 498
 - Politics 490 and 497 or 498
- Other notes
 - No more than eight credits in off-campus programs, transfer credits, or credits from cross-listed courses taught by faculty in other departments. These may be used at the 100-200 level.
 - The program for the major is to be planned by the student and his or her advisor to ensure adequate breadth in the courses taken. Only courses taught or co-taught by Whitman Politics Department faculty members are eligible for satisfying the major requirements for coursework at the 300-400 level.
 - No courses may be taken PDF
- Senior Requirements
 - 490 and 497 or 498
 - C- or better on thesis
 - One hour oral thesis defense
 - Two faculty members
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits

- Completed two semesters of residency at Whitman.
- Cumulative GPA of at least 3.300 on all credits earned at Whitman College
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction
- The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
- The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Politics minor:

- 20 Credits
- Minor requirements
 - 8 credits 300-level above. Must be taken from at least two professors
- Other notes
 - Only courses taught or co-taught by Whitman Politics Department faculty members are eligible for satisfying the minor requirements for coursework at the 300-400 level.
 - No more than 4 credits in off-campus programs, transfer credits, or credits from cross-listed courses taught by faculty in other departments. These may be used at the 100-200 level.
 - No courses may be taken PDF

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.

101-104 Special Topics in Politics: Introductory Level 4 credits

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.

101 ST: Introduction to the Political Right Fall McManus

4 credits

This course is intended to introduce students to the basics of right wing thinking and politics. We will be reading through classic works espousing conservative, traditionalist, pro-capitalist and reactionary viewpoints. This includes Confucius, Aristotle, Edmund Burke, Joseph de Maistre, Georg Hegel, Alexis de Tocqueville, Ayn Rand, Carl Schmitt, Martin Heidegger, Michael Oakeshott, F.A Hayek, Leo Strauss, Thomas Sowell and Roger Scruton. We will be examining what, if anything, binds their thinking together. The course will also include critical commentaries on their work and the political right as a whole from authors ranging from Thomas Paine to Wendy Brown and Corey Robin. Distribution area: social sciences.

109 Introduction to U.S. Politics and Policymaking Not offered 2020-21

4 credits

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.

110 Introduction to the Politics of Migration and Immigration**Spring****Bobrow-Strain****4 credits**

The movement of people across national borders has emerged as a central nexus of politics around the world—from the rise of anti-immigrant populist movements in Europe and the United States, to the global spread of hyper-militarized border enforcement regimes; from fierce debates about race, religion, and nationalism in receiving countries, to the ways out-migration transforms the economies and societies of sending countries. This course combines a global overview of migration politics with a focused introduction to the U.S. immigration system. Topics addressed include: colonialism, imperialism, and the historical roots of contemporary migrations; the political economy of migration on a local and global scale; race, nationalism, and nativism; the rise of militarized border enforcement; immigrant rights and anti-immigrant social movements; climate change and migration; and the history and workings of U.S. immigration law and policy.

114 Introduction to African Politics**Not offered 2020-21****4 credits**

This course introduces students to a variety of scholarly works and arguments about the meaning and nature of African politics. We will not simply learn about how African politics and society are shaped by historical, economic, and legal conditions, but also how to critically evaluate a range of academic theories designed to explain political conditions in contemporary African politics. For these primary reasons, we will look at a variety of political challenges facing African state and how resolutions to these challenges may require a shift in the ways we evaluate the success of politics in general. Additionally, we will dedicate part of the course to looking closely at the nature of political authority, factors that shape political identities, transitions to democracy, various political ideologies, and pressing issues regarding economic development and poverty.

117 Introduction to U.S. Constitutional Law, Culture & Political Thought**Spring****J. Jackson****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Spring****Brick****4 credits**

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**Spring****S. Biswas****4 credits**

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 credits**

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: Gender, Race, and The 2020 Elections**Fall****Beechey****4 credits**

In this course we will critically engage the 2020 elections in light of the literature on U.S. campaigns and elections with particular emphasis on the role of race and gender, as well as class and sexuality, in U.S. electoral politics. Topics may include: the electoral college, districting, voter ID laws, campaign finance, electoral interference, gender and race in campaigning, homonationalism, presidential voice, interest groups and social movements, ballot measures, and gender, race and age gaps. Students will examine both national and local elections and investigate a policy issue of their choice across the election cycle. In addition to regular course sessions students are also expected to attend evening on-campus screenings of each presidential debate and attend at least one local elections forum. May be taken for elective credit toward the Race and Ethnic Studies major or minor or Gender Studies major or minor. Distribution area: social sciences.

201 ST: Carceral Cultures**Fall****Serin****4 credits**

This course offers students an intellectual toolkit for thinking critically and engaging politically with contemporary problems of mass incarceration. Drawing on historical, ethnographic, legal, and literary texts on slave plantations, native reservations, internment camps, prisons, refugee camps and immigration detention centers in diverse cultural and geographical locations, we will rethink capital, labor, and political economy; regimes of racialization and gendering; and sovereignty and biopolitics in imperial, post-colonial, settler-colonial, and neoliberal contexts. We will also attend to the experiences and alternative imaginaries of those captive in carceral complexes in an effort to learn from abolition movements. May be elected as Anthropology 247. Distribution area: social sciences.

202 ST: Political Anthropology**Fall****Serin****4 credits**

How does anthropology contribute to and challenge the established categories and concepts of the political? What sorts of questions emerge when anthropology engages with the theoretical perspectives of other disciplines, in particular political theory? What methodological insights does anthropology bring to the critical inquiry of hegemony, ideology, and culture; political economy and race; nationalism and identity politics; states and statelessness; zones of exception and sovereignty; biopolitics and governmentality; resistance and subalternity; political affect and embodiment; science and technology and securitization? What new and alternative imaginaries of the political do these interdisciplinary questions and collaborations analytically produce? May be elected as Anthropology 248. May be taken for credit toward the Anthropology or Race and Ethnic Studies major or minor. Distribution area: cultural pluralism or social sciences.

203 ST : Theory and Practice of International Law and Justice**Spring****McManus****4 credits**

In this course we will be looking at some of the major controversies in the history of international law from an interdisciplinary course blending history, legal studies, and political theory. The course will locate the roots of international law in Ancient and religious traditions ranging from Greece to India. We will then look at the formalization of international law in modernity, its rise to prominence during the Second World War and the “end of history” period and finally tackle challenges in an era of resurgent nationalism. We will also examine theoretical criticisms and defenses of international law from nationalists like Yoram Hazony and cosmopolitans such as Jurgen Habermas, Seyla Benhabib and others. Distribution area: social sciences.

204 ST: Introduction to Human Rights Theory**Fall****McManus****4 credits**

This course will examine human rights from a variety of disciplinary perspectives. We will look at the historical origins of rights in Buddhist and other religious traditions, before going on to examine the emergence of liberalism as the dominant discourse through which rights are understood. The middle of the course will be taken up with interpreting the history of liberal rights in theory and practice. We will conclude by examining criticisms of liberal rights from all ends of the political spectrum: from conservative thinkers like Leo Strauss who see liberal rights as focused on the wrong kind of freedom, to critical race, feminist and Marxist perspectives which see rights as a substitute for badly needed social reform. Distribution area: social sciences.

204 ST: Documentation & Representation in Archives**Spring****Murphy****1 credit**

How should or can an archive as an institution document the underrepresented voices in the community/communities they serve? Through hands-on work in the Whitman College and Northwest Archives, this course will explore the ethical, legal, and technological challenges of creating a digital or material archival collection that documents the history and politics of underrepresented voices both at Whitman College and in the Walla Walla Valley. Professional and ethical standards that govern how archives negotiate with potential donors will also be considered. With this background, students will work on projects that expand who is represented in the Whitman Archives. Topics for student research could include, but are not limited to, International students, First-Generation students, the histories (and present) of student clubs and organizations, and the histories (and present) of migrations to the Walla Walla Valley. May be elected as Library 160. *Corequisite*: Politics 314 Utopia and the Archive or may be taken as Library 160 without co-requisite.

207 Islam and Politics**Not offered 2020-21****4 credits**

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 taken for credit toward the Middle East/Islamic World area requirement for the South Asian and Middle Eastern Studies major.

**208 Middle East Politics
Spring**

Davari

4 credits

This course examines approaches to the study of politics in the modern Middle East. We will consider region-specific iterations of conventional themes, including but not limited to: the state; political economy; nationalism; revolution; war; religion and politics; and authoritarianism and democracy. The course begins with critiques of knowledge production articulated in response to colonization and foreign intervention. How are we to interpret modern Middle East politics in light of these critiques? What would it mean to write against regional exceptionalism—to understand the “Middle East” as a global phenomenon with ill-defined borders? When analyzing geopolitics, how can we think beyond suffering and resistance to envision a politics of the everyday? What are the limits of area studies? And finally, despite its limits, can area studies nevertheless afford generative possibilities for future inquiry and political action? Case studies appear selectively to illustrate core themes. May taken for credit toward the Middle East area requirement for the South Asian and Middle Eastern Studies major.

**212 What is Political Freedom?
Not offered 2020-21**

4 credits

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
Fall**

J. Jackson

4 credits

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.

**225 Introduction to Indigenous Politics
Not offered 2020-21**

4 credits

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 Tamastslikt Cultural Institute, the Whitman Mission, and the Happy Canyon Pageant (schedule permitting).

228 Political Ecology**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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.

240 Mexico: Politics and Society in the Age of NAFTA**Not offered 2020-21****4 credits**

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.

254 Gender and Race in Law and Policy**Not offered 2020-21****4 credits**

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.

287 Natural Resource Policy and Management**Not offered 2020-21****4 credits**

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**Spring****Davari****4 credits**

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?

309 Environment and Politics in the American West**Fall****Brick****4 credits**

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**Spring****Beechey****4 credits**

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.

312 Humanism between Europe and its Others**Spring****Davari****4 credits**

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 recent political phenomenon: the rise of universal human rights discourse in the aftermath of the Second World War. Articulations of humanism in canonical political theory take European "man" as the center of their analysis. This course considers humanist ideas as they were adopted, engaged, and critiqued by those considered to be—and who considered themselves as—different from European "man." Our investigation covers three strains of contemporary political thought prevalent among those writing as and/or on behalf of Europe's "others": humanism, anti-humanism, and new humanism.

313 Tocqueville and Democratic Theory**Not offered 2020-21****4 credits**

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.

314-316 Special Studies in Politics: Intermediate Level**4 credits**

Intermediate 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. Any current offerings follow.

314 ST: Food, Culture, and Politics**Fall****Bobrow-Strain****4 credits**

Eating is a relational act linking people and environments in complex webs of power. Across time and geography, food has united and divided, underpinned political systems, provided the material and symbolic basis for conceptions of society, and played key roles in forging gender, race, class, and status. This interdisciplinary class draws on texts from history, anthropology, political theory, literature, art, religion, and political economy to explore the cultural politics of food, diet, and eating. It focuses primarily on the development and dynamics of capitalist global food systems from the 18th Century to the present. May be taken for credit as Environmental Studies 303. Distribution area: social science.

315 ST: Postmodernity and Postmodern Politics**Spring****McManus****4 credits**

This will be an advanced seminar on the politics of postmodernity. We will be looking at how the postmodern condition is conceived in the work of figures like Jean Francois Lyotard, Mark Fisher, Wendy Brown and others. We will also be looking at the conservative reaction to postmodernity by figures like Allan Bloom, Peter Lawler, Jordan Peterson and other conservatives. Our course aim will be to try and clarify what is meant by postmodernity, why many conservative figures react against it, and what a more engaged critique might look like. Distribution area: social sciences.

316 ST: Citizenship and Democracy in North America**Fall****McManus****4 credits**

We will be looking at the different ways citizenship and democracy are understood in the countries of North America, with a particular emphasis on how societies understand the social difference. The course will start by looking at Canada's multicultural model of citizenship, particularly as it evolves into "post-national directions." This will then be contrasted with the American assimilationist model which stresses the need for homogeneity through a commitment to shared values and the English language. Finally, we will examine the Mexican model of citizenship which claims to be welcoming of foreigners and difference but has to combine openness with the legacy of social conservatism and colonialism. Throughout the issue of how modern democracies incorporate indigenous voices will be especially important, as each country struggles to form a mutually acceptable relationship with the first peoples of the land. Distribution area: social sciences.

320 The Politics of Global Security**Not offered 2020-21****4 credits**

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 or consent of instructor.

322 The Anthropocene**Not offered 2020-21****4 credits**

This course is a discussion seminar on the implications of climate change for human societies, natural communities, and hybrid human/natures in the Anthropocene, the age of man. Discussions will focus on controversies surrounding the relatively new concept of the Anthropocene itself and how this concept unsettles understandings of nature, wildness, sustainability, democracy, citizenship, global capitalism, environmental justice, and environmental governance. Our approach will be interdisciplinary, drawing on readings in climate politics, sociology, anthropology, philosophy and critical climate studies. Although our focus will be on theoretical and conceptual debates, we will also explore proposed climate mitigation and adaptation strategies such as low carbon social and economic systems, geo-engineering, carbon sequestration, and landscape-scale conservation efforts. A field trip and a longer research paper may be required. May be elected as Environmental Studies 322, but must be elected as Environmental Studies 322 to satisfy the interdisciplinary course requirement in environmental studies.

323 Debt, Law, and Politics

Not offered 2020-21

4 credits

In recent years the issue of debt—individual debt, institutional debt, sovereign debt—has burst forth into public life in a manner that increasingly raises pressing questions for political democracy and constitutional order. Financial crises have produced constitutional crises and vice versa. As example, threats by the U.S. Congress to default on public debts promised to produce a financial meltdown as well as a constitutional one, as constitutional theorists attempted to locate the “least unconstitutional” option for resolving the matter. This course will explore the complex interaction between creditor-debtor relations and theories of constitutionalism. Questions to be explored in the course include: What is the implication of the inequality lurking in debtor-creditor relationships for the constitutional presumption of equal citizenship and the ideal of comity between nations? Is the legal fiction of a sovereign constitutional “people” a challenge to the ascendancy of post-national financial power or a precondition of it? To what extent does the constitutional language of right, contract, and obligation contradict or marginalize concepts of mercy, forgiveness, and friendship?

325 Queer Politics and Policy

Not offered 2020-21

4 credits

This upper level seminar traces the development and effects of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) politics in the United States from pre-Stonewall through contemporary activism, attending to the importance of race and ethnicity, gender identity and expression, sex, class, and age in LGBTQ organizing. We will explore contemporary policy debates and on-going tensions between assimilation and liberation in U.S. queer politics with an eye toward global connections. May be taken for credit toward the Gender Studies major or minor.

328 Contemporary Feminist Theories

Not offered 2020-21

4 credits

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.

331 The Politics of International Hierarchy

Fall

S. Biswas

4 credits

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

Spring

J. Jackson

4 credits

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
Not offered 2020-21 **4 credits**

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.

339 Nature, Culture, Politics
Not offered 2020-21 **4 credits**

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).

354 Topics in Jurisprudence: Time, Law, and Justice
Not offered 2020-21 **4 credits**

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? In addition, 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
Not offered 2020-21 **4 credits**

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
Fall **Bobrow-Strain** **4 credits**

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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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.

400-404 Special Studies in Politics: Advanced Level

4 credits

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.

481, 482 Individual Projects

Fall, Spring

Staff

1-4 credits

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

490 Senior Seminar

Fall

Beechey, Bobrow-Strain, J. Jackson

4 credits

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

Spring

Beechey, Bobrow-Strain, J. Jackson

3-4 credits

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**Spring****Beechey, Bobrow-Strain, J. Jackson****3-4 credits**

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: Erin Pahlke
Thomas Armstrong
Pavel Blagov
Melissa W. Clearfield
Nancy Day

Walter T. Herbranson (*on Sabbatical, Fall 2020*)
Chanel Meyers
Stephen Michael
Matthew W. Prull

Psychology is the scientific study of the mind and behavior, and the application of that science to improve the quality of life.

Learning Goals: Upon graduation, students will demonstrate:

- **Knowledge of psychology**
 - Show familiarity with important psychological discoveries. Use psychological theories to explain or predict behavior and mental processes. Use scientific evidence to evaluate theoretical claims. Describe ways to apply psychological concepts to pressing social issues or in individual, relational, educational, occupational, or clinical contexts. Analyze complex, enduring, or controversial “big ideas” in psychology.
- **Scientific reasoning**
 - Find, read, and understand credible sources of psychological scholarship. Use skeptical inquiry and creative thinking to critique psychological theories and research findings. Propose meaningful research questions. Use statistical and research design concepts to test hypotheses. Analyze and interpret psychological data. Use knowledge about the scientific method to evaluate the quality of research evidence. Evaluate how well research findings apply to the world at large.
- **Ethical and social responsibility in a diverse world**
 - Apply the principles of research ethics, including in research with diverse or vulnerable persons or nonhuman animals. Discuss how societal or cultural developments may relate to the way psychologists theorize about behavior and mental processes. Recognize ways in which sociocultural, theoretical, or personal biases may influence the design and interpretation of research. Show sensitivity to issues of power, privilege, and discrimination, including when interacting with people of diverse abilities, backgrounds, and cultural perspectives. Recognize, understand, and respect the complexity of sociocultural, international, and other forms of human diversity.
- **Communication**
 - Communicate effectively about psychological science in oral and written formats in ways that are consistent with established standards, including with the use of information technology as appropriate. Present clear and coherent arguments, including with the display of data.
- **Professional development**
 - Seek and respond appropriately to feedback from educators, mentors, supervisors, or experts to improve performance. Collaborate on group projects productively. Describe how psychological science or scientific problem-solving may be helpful in the workplace. Propose self-management and self-improvement strategies based on psychological knowledge. Discuss the meaning of one’s identity as a student of psychology in terms of the field’s history and contemporary issues.

Distribution: Courses completed in psychology apply to the social sciences distribution area, with the following exceptions:

Cultural pluralism or social sciences: 218, 239, 309, 311, 319, 336

Quantitative analysis: 210

Science: 215, 225

Total credit requirements for a Psychology major: A student who enters Whitman with no prior college-level work in any of these areas would need to complete at least 36 credits in psychology, at least 2 credits in biology, and at least 2 credits in philosophy

The Psychology major:

- 36 Credits in Psychology (with an additional minimum of 2 credits in biology and 2 credits in philosophy)
- Required Courses
 - Psychology 110, 210, 210L, 220, 420, 495, and 496 or 498
 - One from each of three foundation areas
 - Clinical/Personality: Psychology 260 or 270
 - Cognitive/Learning/Physiological: Psychology 215, 225, 229, or 390
 - Developmental/Social: Psychology 230 or 240
 - One 300-level seminar course numbered 300-349
 - At least 2 credits in biology and 2 credits in philosophy
 - Excluding independent study and Philosophy 200
- Other notes
 - Students must complete Psychology 210, 210L and 220 by the end of their junior year
 - No courses may be taken PDF
- Senior Requirements
 - Psychology 420, 495, and 496 or 498
 - Thesis paper
 - One hour oral defense of the thesis
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Psychology minor:

- 15 Credits
- Required Courses
 - Psychology 110 and 210
 - One 300 level seminar
 - Two additional psychology courses
- Other notes
 - Psychology 407, 408, 495, 496, and 498 may not be used to satisfy minor requirements
 - No courses may be taken PDF

110 Introduction to Psychology

Fall, Spring **Fall: Day, Prull; Spring: Blagov, Day, Michael** **3 credits**

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**Fall, Spring** **Fall: Prull; Spring: Herbranson** **3 credits**

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**Fall, Spring** **Fall: Prull; Spring: Herbranson** **1 credit**

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.

215 Cells to Brain to Mind**Spring** **Day** **4 credits**

This introduction to psychobiology will relate the molecular and cellular workings of the brain to behavior and mind. We will cover the cellular basis of information flow across neural networks (including basic science behind psychopharmacology), sensation and perception, conscious and unconscious behavior, learning and memory, neurobehavioral disorders, and how the interplay between genes and environment contributes to the biological basis of individuality. The course will be a mix of lectures and in class projects that draw on case studies and animal models to help develop an understanding of the tools and experimental approaches used in psychobiology. *Prerequisite:* Psychology 110.

217 Psychology and Law**Spring** **Michael** **4 credits**

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.

218 Psychology of Poverty**Spring** **Clearfield** **4 credits**

The United States today has a highly unequal distribution of wealth and income, with the top one-tenth of 1% of our population owning almost as much wealth as the bottom 90%. Tens of millions of people live below official poverty thresholds in the U.S., including around 20% of children. What are the psychological implications of being poor in such an unequal society? How are the impacts of poverty and economic inequality evident in our mental health, physical health, family relationships, and personal identity? In this course, we will study: 1) psychological concepts of social class, 2) the effects of poverty across the lifespan on such topics as child development, parenting, mental and physical health, family relationships, and personal identity, 3) the psychological stigma of being poor, and 4) justifications for inequality. Assessment will include class discussion, frequent short writing assignments and a final paper. *Prerequisite:* Psychology 110.

219 Educational Psychology**Spring** **Pahlke** **4 credits**

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,

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

Fall, Spring

Pahlke

4 credits

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 credits

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.

247 ST: Introduction to Black Psychology

Fall, Spring

Chresfield

3 credits

This course is designed to introduce students to a broad exploration of empirical research and theories regarding the psychological development of people of African descent as experienced in the U.S. The course incorporates historical and conceptual foundations, social-psychological development, social justice issues, individual and group development processes. The voice and perspectives of Black scholars will be utilized throughout the course materials. Classes will involve guided discussion of assigned readings and videos. This course is interactive and requires participation and reflection on the material. Written assignments include a reaction paper focusing on a research subject, person, or event. The final paper will focus on a book or film that focuses on the lives of Black people that delineates its connection to information presented in class. *Prerequisite:* Psychology 110 and consent of instructor. Distribution area: cultural pluralism or social sciences.

248 ST: Health and Wellness

Fall

Chresfield

3 credits

This course is designed for students to understand the need for maintaining a healthy lifestyle across the lifespan. An emphasis will be placed on the 8 Dimensions of Wellness. Students will be presented with current research related to health and wellness in order to meet the objectives and expand understanding. Activity and Analysis components are requirements to fully appreciate and engage in the content of the class. Written assignments will include reflection on personal changes in behaviors and challenges associated with change. Final project will focus on (1) researching and critically evaluating a community program aimed at health and wellness or (2) creating a mock grant designed to address the health and wellness of a specific population. *Prerequisite:* Psychology 110 and Consent of Instructor. Distribution area: social sciences.

260 Abnormal Psychology

Fall, Spring

Fall: Blagov; Spring: Armstrong

4 credits

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 Psychology

Spring

Blagov

4 credits

This course is about the science of individual differences (meaningful ways in which people differ) and personality structure (the organization of mental processes shared by most people). We will examine personality theories and research examples from several psychological paradigms. We will address such issues as the measurement, science vs.

pseudoscience, and pathology of personality. The readings will include a textbook, and they may include a few articles and short stories. Assessment may include quizzes, exams, and written critiques of personality test results. Students will choose to critique either their own results or those of volunteers. *Prerequisite:* Psychology 110.

309 Science of Sexual Orientation**Spring****Blagov****3 credits**

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 or minor. *Prerequisites:* Psychology 110 and 210 or consent of instructor.

310 Seminar in Adolescent Development**Not offered 2020-21****3 credits**

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**Not offered 2020-21****3 credits**

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.

315 From Columbine to Parkland: How school shooters develop**Spring****Clearfield****3 credits**

The US has had 57 times as many school shootings as the other major industrialized nations combined. Who are these shooters and how did they develop? This course will explore the development of these teens through case studies along with theoretical and empirical work on likely contributing factors. Through the lens of developmental psychology, we will explore topics such as physiology and brain development, psychopathy, psychosis, trauma, decision-making, masculinity, bullying, parenting and the media. Assignments may include class discussion, frequent short writing assignments, class presentations and a final paper. *Prerequisite:* Psychology 240 or 260.

317 Perspectives on Disgust**Spring****Armstrong****3 credits**

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**Not offered 2020-21****3 credits**

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

Not offered 2020-21

3 credits

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.

325 Brain and Language

Fall

Day

3 credits

If there is one trait that is uniquely human, it is our capacity for language. But when and why did this trait evolve? Clues to the origins, evolution, and use of language may exist by studying the brains and behaviors of other groups of animals in addition to our own. In this seminar, we will discuss how social experience and speech/language deficits have informed our understanding of how the human brain and body govern our ability to communicate with sounds (e.g., speech) and gestures (e.g., sign). By examining the nervous and communication systems of other animal species, we will identify additional biological bases necessary for speech and, potentially, language. Students will be expected to prepare written responses to readings, lead a class discussion, write a final term paper, and participate in an oral debate. Students will read literature from multiple disciplines (e.g., psychology, biology, anthropology) and theorize about how and why language evolved and what may be special about our brains to support this human-specific behavior. *Prerequisite:* Psychology 215 or 225.

330 Personality: Clinical Science and Research

Not offered 2020-21

3 credits

What is personality, and in what important ways do people differ? Valid theories of personality and its pathology may help us ask research questions, make clinical inferences, and treat patients. How do scholars evaluate such theories? Students will critique primary sources (with a focus on modern theories) and collaborate to interpret quantitative and qualitative data and to complete an original research project. The main goal will be to help students enhance their scientific critical thinking while theorizing about what it means to be a person. *Prerequisite:* Psychology 260 or 270, or consent of instructor.

336 Social Stigma

Not offered 2020-21

3 credits

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

Not offered 2020-21

3 credits

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 or 390.

347, 348 Special Topics Seminars

3-4 credits

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. Any current offerings follow.

347 ST: Diversity and Intergroup Relations**Fall****Meyers****3 credits**

This seminar will examine contemporary issues in intergroup relations focused on the perspective of diversity. In order to explore these topics, we will primarily focus on large societal groups that differ on cultural dimensions of identity, with a focus on race and gender. We will examine how diversity in our environments, institutions, and messaging, impact intergroup outcomes such as prejudice, contact, and behavior. In addition, we will also examine how perceptions of diversity and inclusion shape our attitudes and behaviors. The goal of the course is to provide an overview of social psychological frameworks used to study diversity and inclusion, and to stimulate creative thinking and research on this topic. We will accomplish this through a combination of weekly readings and short written assignments, student presentations, group discussions, and a final research proposal paper. *Prerequisite:* Psychology 230. Distribution area: social sciences.

349 Seminar in Human Memory**Spring****Pruhl****3 credits**

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**Not offered 2020-21****1-3 credits**

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**Not offered 2020-21****3 credits**

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**Fall, Spring****Staff****3-4 credits**

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.

390 Psychology of Learning**Spring****Herbranson****4 credits**

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. *Prerequisite:* Psychology 110.

407, 408 Independent Study**Fall, Spring****Staff****1-3 credits**

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**Not offered 2020-21****2 credits**

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**Fall****Armstrong, Clearfield****4 credits**

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. *Prerequisite:* restricted to senior psychology majors and minors; others by consent of instructor. Required of all senior psychology majors.

495 Thesis**Fall****Staff****3 credits**

First semester of a yearlong thesis project, usually completed in a small research team. The course includes separate weekly meetings with class, with research team, and with advisor. Several drafts of a well-documented proposal are expected throughout the semester. Open only to senior psychology majors. *Prerequisite:* Psychology 220.

496 Thesis**Spring****Staff****3 credits**

Second semester of a yearlong thesis project, usually completed with a small research team. The course includes separate weekly meetings with class, with research team, and with advisor. Students are expected to give an oral presentation on the thesis project. A polished final draft is typically due in early April. Open only to senior psychology majors. *Prerequisite:* Psychology 495.

498 Honors Thesis**Spring****Staff****3 credits**

Second semester of a yearlong thesis project, usually completed with a small research team. The course includes separate weekly meetings with class, with research team, and with advisor. Students are expected to give an oral presentation on the thesis project. A polished final draft is typically due in early April. In addition, a public presentation, preferably at a professional or student conference, is required. Open only to senior psychology majors.

Race and Ethnic Studies

Director: Zahi Zalloua, French and Interdisciplinary Studies
 Susanne Beechey, Politics
 Shampa Biswas, Politics, *Chair, Division I*
 Helen Kim, Sociology
 Nina E. Lerman, History
 Gaurav Majumdar, English (*on Sabbatical, Spring 2021*)
 Suzanne Morrissey, Anthropology and Gender Studies (*on Sabbatical, 2020-2021*)

Jason Pribilsky, Anthropology and Race and Ethnic Studies
 Matt Reynolds, Art History and Visual Culture Studies
 Nicole Simek, French and Interdisciplinary Studies
 Lisa Uddin, Art History and Visual Culture Studies
 Jacqueline Woodfork, History

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.

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.

Distribution: Race and Ethnic Studies designated courses count toward the cultural pluralism distribution area.

Total credit requirements for a Race and Ethnic Studies major: 36

The Race and Ethnic Studies major:

- 36 Credits (11 additional credits in language)
- Required Courses
 - RAES 105 and one additional foundation course (see course list below)
 - RAES 490, and 497 or 498
 - Concentration: three courses in a topic or region from at least two disciplines
 - Two of the three courses must be taken at Whitman and independent studies may not be applied toward the major
 - Three electives to complement concentration so the student has worked in three disciplines overall (see course list below)

- Recommended to explore more than one geographic area
 - Three or more courses totaling at least 11 additional credits in language
 - No more than two languages
 - Not in student's first language
 - May be earned from Whitman courses, transfer credit, and study abroad
- Other notes
 - 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.
 - Proposal must include
 - A title
 - A list of the three courses proposed
 - An explanation of how the courses fit together and complement each other
 - No courses may be taken PDF
- Senior Requirements
 - RAES 490, 497 or 498
 - Students will propose thesis topics to the RAES Steering Committee by midterm in the second semester of the junior year
 - Oral examination
 - Thesis defense
 - Broader synthesis of student's work in the major
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Race and Ethnic Studies minor:

- 16 credits
- Required Courses
 - One foundation course (see course list below)
 - Three elective courses (see course list below)
- Other notes
 - Courses used for other majors and minors cannot be used
 - No courses may be taken PDF

Foundation courses: courses incorporating race and ethnicity as central, defining issues:

Art History 235/Race and Ethnic Studies 235 *Forms and Feels Race and Visual Culture*
 Art History 353 *Blues, Blood, Bruise: Blackness in Art*
 English 376 *Colonial and Anti-Colonial Literature*

Gender Studies/Global Literatures/Race & Ethnic Studies 320 *Trauma & its Aftermath: Narrative, Witnessing & Remembrance*
 Gender Studies 328 *Queer Studies*
 Global Literatures 395 *Contemporary Literary Theory*
 History 268 *Im/migration and US History: Population Flows, Experience, and Nation*
 History 371 *African American History*
 Race and Ethnic Studies 105 *Introduction to Race and Ethnic Studies*
 Race and Ethnic Studies 225 *Race, Class, Violence*
 Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*
 Race and Ethnic Studies 325 *Afro-Pessimism and Its Critics*
 Sociology 267 *Race and Ethnic Group Relations*

Race and Ethnic Studies courses: a list from which majors will draw concentration and elective courses in consultation with advisor 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 or see the list below.

Anthropology 153/Religion 153 *Religion and Native America*
 Anthropology 210 *Bring Out Your Dead: Anthropology of Death and Dying*
 Anthropology 248/Politics 202 *ST: Political Anthropology*
 Anthropology 258 *Peoples of the Tibeto-Burman Highlands*
 Anthropology 259 *Culture, Environment, and Development in the Andes*
 Anthropology 304 *Anthropology of Complementary, Alternative and Integrative Medicine*
 Anthropology 309 *Urban Life: Readings in the Anthropology of Cities*
 Anthropology 328 *Medical Anthropology*
 Art History 235/Race and Ethnic Studies 235 *Forms and Feels Race and Visual Culture*
 Art History 353 *Blues, Blood, Bruise: Blackness in Art*
 Art History 355 *Indigenous Aesthetics: Native North American Art and Visual Culture*
 Classics 280/History 280 *The "Other" Greece & Rome*
 English 231 *Introduction to Shakespeare: Race, Nationality, and Power*
 English 246 *Native American Literatures*
 English 247 *African American Literature*
 English 376 *Colonial and Anti-Colonial Literature*
 Film and Media Studies 315 *Bad Objects: Popular Culture and Questions of Taste*
 Film and Media Studies 345 *The Middle East in Cinema & Media*
 Film and Media Studies 350 *Latinxs in U.S. Media*
 French 316 *Contemporary France and the Francophone World*
 French 407 *Ironic Enchantments*
 Gender Studies/Global Literatures/Race & Ethnic Studies 320 *Trauma & its Aftermath: Narrative, Witnessing & Remembrance*
 English 375 ST:/Global Literatures 395 *Contemporary Literary Theory*
 Hispanic Studies 143 *U.S. Latinx Literatures and Culture: An Introduction*
 Hispanic Studies 305 & 306 *Advanced Spanish: Topics in Contemporary Hispanic Culture*
 Hispanic Studies 325 *Translation: Healthcare and Language*
 Hispanic Studies 326 *Translation: Public Affairs, the Law and Language Change*
 Hispanic Studies 425 *Tropics of Disaster: Speculative Fiction in the End of Times*
 Hispanic Studies 447 *Staging Memory & Cultural Identities: Performative Discourses in the Contemporary Hispanic World*
 Hispanic Studies 451/Global Literature 351 *Maid in Latin America: The Image of the Domestic Worker in the Contemporary Cinema*
 History 112 *Modern Africa*
 History 188 *Modern Latin America*
 History 204 *The Syrian War: From the Rise of Assad to the Specter of ISIS*
 History 209 *Religion in Latin America*
 History 211 *The World Wars in Africa*
 History 214 *Sex in the Casbah: Sex, Gender & Islam*
 History 217 *Decolonization in Africa*
 History 218 *Africa to 1885*
 History 219 *Nation Creation: Latin America in the Nineteenth Century*
 History 243 *Japan's Modern Empire*
 History 247 *Early Chinese History*
 History 250 *New Worlds, New Empires: North America, 1600-1800*
 History 254 *Social History of Stuff*
 History 259 ST: *US Protest and Organizing: From Haymarket to #BlackLivesMatter*
 History 378 ST: *The Global Sixties: "The Whole World is Watching"*
 History 268 *Im/migration and US History: Population Flows, Experience, and Nation*
 History 280/Classics 280 *The "Other" Greece & Rome*
 History 287 *Colonial Latin America*
 History 288 *Reform or Revolution: Latin America in the Twentieth Century*
 History 297 *Nineteenth-Century United States*

- History 314 *Colonial Moment in Africa*
 History 322 *History of the Palestinian-Israeli Conflict*
 History 335 *Modern European Imperialism*
 History 344 *China in Revolution*
 History 364 *Sugar, Sex, & Slavery: The History of the Black Atlantic*
 History 370 *Gendered Lens on US History*
 History 371 *African American History*
 History 389 *History of Mexico*
 Interdisciplinary Studies 230 *ST: Race and the Law*
 Music 160 *Study of Jazz*
 Politics 200 *ST: Gender, Race, and The 2020 Elections*
 Politics 203 *ST: Race and International*
 Politics 240 *Mexico: Politics and Society in the Age of NAFTA*
 Politics 254 *Gender and Race in Law and Policy*
 Politics 311 *Deservingness in US Social Policy*
 Politics 312 *Humanism Europe and Others*
 Politics 315 *ST: Black Political Thought*
 Politics 334 *The U.S.-Mexico Border: Immigration, Development, and Globalization*
 Politics 359 *Gender and International Hierarchy*
 Politics 367 *African Political Thought*
 Psychology 230/Sociology 230 *Social Psychology*
 Psychology 232 *The Psychology of Prejudice*
 Psychology 336 *Social Stigma*
 Religion 117 *ST: James Baldwin's America*
 Religion 222 *Hindu India*
 Religion 292 *ST: Race and Religion in the Black Atlantic*
 Religion 304 *Muslim Bodies*
 Religion 358 *Feminist and Liberation Theologies*
 Rhetoric, Writing and Public Discourse 353 *The Rhetoric of the Black Freedom Struggle*
 Rhetoric, Writing and Public Discourse 380/English 377 *Rhetorical Bodies*
 Rhetoric, Writing and Public Discourse 403 *ST: Rhetorics of Racism*
 Sociology 220 *Latin@s in the United States*
 Sociology 230/Psychology 230 *Social Psychology*
 Sociology 267 *Race and Ethnic Group Relations*
 Sociology 271 *Asian Americans in Contemporary Society*
 Sociology 290 *History and Sociology of Rock 'n' Roll*
 Sociology 353 *Environmental Justice*
 Sociology 369 *Social Stratification*
 Theater and Dance 382 *ST: Hip Hop Culture*

100 Special Topics in Race and Ethnic Studies

4 credits

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

Fall

Chopra

4 credits

This interdisciplinary course is designed to introduce students to the foundational concepts and critical debates animating the study of race and ethnicity. It will interrogate categories of race and ethnicity, in the United States and globally, in contemporary and historical contexts. This course is open to first years and sophomores only, and others by consent of instructor.

200-201 Special Topics in Race and Ethnic Studies

1-4 credits

The course explores selected topics in race and ethnic studies. Any current offerings follow.

200 ST: Race and the Law

Fall

Lemma

2 credits

This course explores what has been called humanity's most intractable challenge: the role of the law in defining and dealing with race and racism, with particular emphasis on the continuity across history of the legal treatment of issues of race and the evolution of that treatment. By examining topics of comparative and international law and using exploratory case studies of specific countries and regions, the course will analyze how the law deals with the definitions of race, prejudice, stereotypes, racism, discrimination, oppression, privilege, and racial equality and equity; the intersection of race with issues of not only skin color, but also class, ethnicity, religion, culture, sex, gender, and sexual orientation; the intersection of race with issues of education, economic opportunity and socio-cultural development, health inequity, criminal justice, residential, land, and property rights, media coverage, and immigration and citizenships; the treatment of the four major minority racial groups in the USA, namely, African Americans, Indians, Hispanics, and Asian Americans; how other western, industrialized, non-western, non-industrialized societies and different world religions have dealt with issues of race, racism, racial justice and social

reform; and redressing and addressing racism generally. May be taken for credit as Interdisciplinary Studies 203. Graded credit/no credit. Distribution area: cultural pluralism.

210 Problems with Privilege

Spring

Simek

4 credits

This course engages the now widespread liberal activist slogan “check your privilege” so prevalent on U.S. college campuses. What does it mean today to “check” privilege? Is “checking privilege” enough? When consuming the news and educating ourselves in class, whose voices get to be heard? Who aren’t we hearing from? What questions haven’t we raised? How do we listen effectively? Intersectionality as theory and method responds to many of these questions. It posits that various structures of discrimination and privilege (such as sexism, racism, and colonialism among others) intersect, influencing our daily lived experience as well as our social institutions and policies. This course presents foundational concepts that allow us to understand power through debates in the field of Gender Studies, and a genealogy of intersectionality and its discontents. The course explores theories and methods based on intersectionality beyond a race/gender pairing, engages critiques of intersectionality, and facilitates a more nuanced understanding of challenges and opportunities surrounding social justice and identity through the lens of intersectional analysis. May be elected as Gender Studies 210.

215 Dialogue, Difference and Social Justice

Spring

Joshua

2 credits

The course will provide a context in which students from a variety of social locations and identities will explore deeply the meaning and the impacts of socially constructed realities that tend to limit the full humanity of others. Categories such as race, class, gender, gender identity, national origin, religion, ability, and how they shape social interactions will be explored, with the view of providing and developing skills that will enable course participants to have these dialogues across difference with the goal of working towards a more inclusive and just community. Through theoretical readings, experiential learning and actual engagement around critical contemporary issues, the course participants will refine their abilities to have meaningful dialogue in ways that lead to a praxis of social change. Graded credit/no credit.

225 Race, Class, Violence

Not offered 2020-21

4 credits

In this course we will examine the complex relationships between race and class in contemporary structural modes of violence. Students will analyze various bodies of social theory (such as Marxism, Critical Race Theory, feminism, and postcolonial theory) and evaluate the ways they account for the interplay of race and class, of domination and exploitation. By considering the analytical category of race together with that of class (and vice versa), our goal is to strengthen each term’s explanatory force and better account for the dynamism and complexities of racial and economic struggles.

235 Forms and Feels: Race and Visual Culture

Not offered 2020-21

4 credits

Race is foundational to modern life and complex in its permutations. How does one go about engaging it in a critical and sensitive way? This course cultivates observation, analysis and response in this direction. We will study how racial meaning, experience and power are produced through practices of visual representation in art, film, education, science and the law, and how the visual field itself is a racial formation. We will also explore the lines between seeing race and feeling race. Topics may include racial identifications, embodiments, caricature, performance, surveillance, spectatorship, and archives. Students develop conceptual vocabularies, historical contexts and interpretive skills for understanding race in and through the visual world. Lecture-based with short papers, projects, presentations and exams. May be elected as Art History and Visual Culture Studies 235.

301 Special Topics in Race and Ethnic Studies

2-4 credits

The course explores selected topics in race and ethnic studies. Any current offerings follow.

305 Continental Philosophy, Postcolonial Theory, and the Palestinian Question

Not offered 2020-21

4 credits

The Palestinian question has emerged as a growing concern for continental philosophers in recent decades, spurred by postcolonial theory. This course examines this philosophical engagement, scrutinizing the racialization of Palestinians, their

normalization as inferior and expendable beings, and the ethical and political hierarchization of lives. Raising the Palestinian question invites us to reframe the relationships between philosophy and history, ethics and politics, so as to scrutinize the tendency to ontologize the other (as in the rhetoric of the timeless victim), to abstract the other from the earthly, historical, and dynamic field of power. Thinkers examined will include Edward Said, Judith Butler, Jacques Derrida, Slavoj Žižek, and Jacqueline Rose. May be taken for credit toward the Rhetoric, Writing and Public Discourse major.

320 Trauma & its Aftermath: Narrative, Witnessing & Remembrance

Fall **Simek** **4 credits**

Trauma has attracted critical attention as a limit case through which to explore the nature of selfhood, language, memory and power, and the ethical and political implications of representing violence. Taking contemporary examples of race- and gender-based violence, their intersections, and their specificities as a point of departure, students will examine debates in scholarship and activism over definitions of trauma, its personal and collective impacts, and the social, cultural, and political actions to be taken in its wake. We will pay particular attention to questions of narrative genre, medium and transmission, as well as the role of commemoration in projects to combat violence. May be taken for credit toward the Gender Studies major or the Global Literatures minor. May be elected as Gender Studies 320 or Global Literatures 320.

325 Afro-Pessimism and Its Critics

Not offered 2020-21 **4 credits**

This course examines Afro-Pessimism's controversial claim that it is anti-blackness rather than white supremacy that governs the production of meaning and value in white civil society. Afro-Pessimism is skeptical of narratives of racial progress, as well as the ability of coalitional alliances to address the roots of racism. We will consider the ontologies underpinning Afro-Pessimism, the opposing contemporary movements with which it dialogues, and the differing visions of social and political change that each offers. We will also evaluate Afro-Pessimism's definition of the black experience and its criticism of movements organized instead around commonalities between people of color.

405, 406 Independent Studies in Race and Ethnic Studies

Fall, Spring **Staff** **1-3 credits**

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

Fall **Simek** **4 credits**

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

Fall, Spring **Staff** **2 credits**

Completion of a thesis based on the previous semester's plan. *Prerequisite:* Race and Ethnic Studies 490.

498 Honors Thesis

Fall, Spring **Staff** **2 credits**

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: Lauren Osborne (*on Sabbatical, Spring 2021*)
Daniel J. Schultz

Jonathan S. Walters
Xiaobo Yuan

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.

Learning Goals:

- 1) Students who major in Religion will gain an understanding of the breadth and diversity of religious traditions throughout the world, building the capacity to understand the roles religion has played in varied cultural and historical contexts.
- 2) Students who major in Religion will gain substantive, in-depth knowledge of at least two different religious traditions in their multiple dimensions through the study of such things as primary texts, theological content, socio-historical development, and that tradition's manifestations in different cultural locations.
- 3) Students who major in Religion will acquire sophistication in the historiographical, methodological, and theoretical challenges of studying particular traditions, and the category of "religion" in general.
- 4) Students who major in Religion will be able to carry out independent research. Specifically, they will be able to:
 - formulate a sophisticated question
 - conduct the appropriate research in order to answer that question
 - present their answers to that question in writing that meets the highest standards of conceptual clarity and readable prose.
 - discuss orally the subject matter of their research in a substantive and precise manner
 - locate their own methodological approach to their research question within the broader field and articulate the contributions and limitations of their chosen method.

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

Total credit requirement for a Religion major: 36

The Religion major:

- 36 Credits
- Required Courses
 - Religion 203, 448, 490 or 498
 - Six elective courses
 - At least one course in comparative religion (see course list below)
 - At least two at 300-level
 - At least three courses, including one at the 300 level, must form a concentration
 - Concentration must be formed prior to fall preregistration junior year

- Other notes
 - Only one 100 level course may apply toward the major
 - Study of appropriate language is highly recommended
 - No courses may be taken PDF
- Senior Requirements
 - Religion 448, 490 or 498
 - Thesis written in concentration area
 - 25-30 pages
 - Oral examination
 - Thesis defense
 - May include comprehensive questions regarding the major
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course
 - Pass the senior assessment with distinction
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Religion minor:

- 20 Credits
- Required Courses
 - Religion 203
 - At least one 300-level course
 - At least one course in comparative religion (see course list below)
- Other notes
 - Only one 100-level course may be applied toward the minor
 - No courses taken PDF

Courses designated Comparative:

Religion 100 *Introduction to Religion*

Religion 103 *Death and Afterlife*

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 152 *Saintly Lives*

Religion 153 *Religion and Native America*

Religion 160 *Asian Religions and the Environment*

Religion 170 *The End Times: Representations of the Apocalypse*

Religion 204 *African American Religious Traditions*

Religion 221 *Brahmins, Buddhists and Jains*

Religion 222 *Hindu India*

Religion 236 *Comparative Scriptures*

Religion 301 *Reason and Madness: Religion and Ethics from Kant to Nietzsche*

Religion/Film Media Studies 307 *Mediating Religions*

Religion 314 *Approaches to Religion, Violence and War*

Religion 330 *Multireligious South Asia*

Religion 358 *Feminist and Liberation Theologies***100 Introduction to Religion****Not offered 2020-21****4 credits**

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**Fall****Walters****4 credits**

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. 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.

110 Religion and the Senses**Not offered 2020-21****4 credits**

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.

115 Consuming Divinity: Religion and Food**Not offered 2020-21****4 credits**

This course takes food as a central node around which to explore different religious traditions. We explore why food plays such a big role in the constitution of religious identities, social bodies, and ethical systems throughout the world. Topics will include food prohibitions and taboos; rituals of fasting and feasting; the ethics of eating and provisioning; food’s role in healing, sacrifice, and myth; and diverse foodways that span a variety of sites, religious practices, and historical time periods. *Open only to first- and second-year students.*

116, 117 Comparative Studies in Religion**4 credits**

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.

117 ST: James Baldwin’s America**Spring****Schultz****4 credits**

In his *Notes of a Native Son*, James Baldwin recounts a crucial moment in his life when he “was forced to recognize that [he] was a kind of bastard of the West,” adding that he “would have to appropriate these white centuries,” take possession of them, if he was “to have a place in any scheme.” Drawing from both his literary and non-fiction work, this course examines the ways in which Baldwin excavates, confronts, and rewrites his own story and the story of America through the lens and painful history of race. The course will pay particular attention

to the religious dimensions of Baldwin's writing. Some of the questions this course will take up include: How does religious rhetoric structure Baldwin's literary style? In what ways does religion inform his ethical vision and political commitments? How do religious themes persist and give shape to his work even after he abandoned the Pentecostal Church of his youth? Open only to first- and second-year students. May be taken for credit toward the Race and Ethnic Studies major. Distribution area: cultural pluralism or humanities.

150 Evil and Suffering

Not offered 2020-21

4 credits

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.

152 Saintry Lives

Not offered 2020-21

4 credits

This course explores and compares saints' life-stories, and traditions of saint worship, from a variety of religious traditions. What makes particular saints saintly? To what extent are saintly qualities and forms of saint worship universal, and to what extent do they depend upon particular cultural and religious matrices? How and why have religious people celebrated their saints, in literature and in ritual? Open only to first and second year students.

153 Religion and Native America

Spring

Thayne

4 credits

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, including its contemporary setting. We will consider how religious, anthropological, and other Euroamerican categories have influenced and been involved in the production of "Indigenous religion" and Indigeneity in North America, as well as ways these categories have been co-constituted with/as/against race. The course will also focus on Native American engagement with Christianity, missionary work to Indigenous peoples, Native "conversion," and U.S. reform efforts, such as federal boarding schools. We will consider how religion has functioned within the U.S. legal system, particularly in cases where Indigenous peoples have sought to protect their lands and practices under the rubric of religion. Particular attention will be given to religion in this region, with sections on Washat, or the Seven Drums religion of the Plateau peoples, First Salmon ceremonies of Pacific NW peoples, the missionary work of Myron Eells (son of Whitman Seminary founder Cushing Eells), and the missionary efforts of Marcus and Narcissa Whitman—namesakes of Whitman College—among the Cayuse, Walla Walla, and Umatilla people, and the complicated issue of memorializing and remembering the so-called "Whitman Massacre" and legacy. May be taken for credit toward the Race and Ethnic Studies major or minor. May be elected as Anthropology 153. Open only to first and second year students.

154 Yoga, Meditation and Mindfulness

Not offered 2020-21

4 credits

Over the past few decades, practices of yoga and mindfulness have become increasingly commonplace in medical treatment, stress management, and sports performance. Practices that had once been passed down from teacher to student as techniques leading to liberation from suffering and illusion are now available on one's smart phone. This course will introduce students to the history of yoga and meditation through texts and ethnography. We will study a variety of approaches to contemplative practice, including the Stoics, Buddhists, Christians and Hindus in addition to contemporary formulations of yoga and meditation in relation to medicine and psychology. Open only to first and second year students.

160 Asian Religions and the Environment

Not offered 2020-21

4 credits

A comparative exploration of historical and contemporary ideas and practices related to the natural environment in select Asian religious traditions. May be taken for credit toward the Asian and Middle Eastern Studies major. Open only to first and second year students.

170 The End Times: Representations of the Apocalypse**Not offered 2020-21****4 credits**

How has the apocalypse been imagined in various religious traditions? How have those apocalyptic visions been inscribed into the popular imagination? This course considers how the end of the world has been understood in the context of different traditions, taking a comparative approach in studying apocalypse as a genre, a means of persuasion, a worldview, a motif, and more. Course materials will include texts as well as film and television media. Possible sources and topics may include: the biblical books of Daniel and Revelation, selections from the Qur'an, apocalyptically-oriented new religious movements, the phenomenon of doomsday preppers, the *Left Behind* series of Christian thrillers and accompanying films, and *The Leftovers* book and television series. Open only to first- and second-year students.

203 What is Religion?**Fall****Osborne****4 credits**

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.

207 Islamic Traditions**Not offered 2020-21****4 credits**

This course provides an overview of the religious tradition of Islam in a global context. 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. Themes that may receive attention include foundational sources and literatures such as the Qur'an, hadith, and shari`a, as well as the role of the Prophet Muhammad, Sunni and Shi'i traditions, political Islam, and Islam in America. The sources for the course include both readings and films. May be taken for credit toward the South Asian and Middle Eastern Studies major.

208 Buddhist Ethics**Not offered 2020-21****4 credits**

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 South Asian and Middle Eastern Studies major. May be elected as Philosophy 211.

209 Jewish Texts and Traditions**Not offered 2020-21****4 credits**

This course studies Jewish texts and traditions from antiquity to the present-day. The course emphasizes the diversity in Judaism, focusing on moments of innovation and change in the lived tradition. Using a combination of primary texts, secondary literature, and film, students will explore 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**Not offered 2020-21****4 credits**

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 South Asian and Middle Eastern Studies major.

214 American Jewish Thought

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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 Brahmins, Buddhists and Jains

Not offered 2020-21

4 credits

This course introduces three South Asian religions -- Brahmanism (proto-Hinduism), Buddhism and Jainism -- through comparative study of the philosophies and practices each advocated in ancient India. Students will read foundational scriptures of each religion in translation, with discussion and lecture guided to understanding them as in dialogue with each other. Two class meetings per week. Open to all students. Offered in alternate years.

222 Hindu India

Not offered 2020-21

4 credits

This course explores Hindu theology, literature, mythology, art, religious practice and politics in premodern India, and their legacies for religious pluralism in modern India. Students will read classical Hindu texts in translation, with lecture and discussion focused on understanding both concord and conflict within them, followed by select Muslim, Christian and secular reflections on Hinduism composed in premodern and modern India. Two class meetings per week. Open to all students. Offered in alternate years.

223 Religion and the Spirit of Capitalism

Spring

Yuan

4 credits

As global capitalism reaches into every corner of human life, what role does religion play in the reproduction of social inequalities, labor practices, and exploitative economies? Did religion sow the seeds of capitalism? How might religious traditions and practices be used to critique capitalism and reimagine the culture it created? In this course, we delve into the entanglements between religion and the dominant economic form of the modern world: capitalism. Areas covered include classical social theories of religion and capitalism (Marx, Weber, Tocqueville, Durkheim); contemporary examples of interactions between religious practice and capitalist processes; and the mobilization of religious traditions in critiquing and resisting capitalism. Topics may include the "Confucian ethic" and economic growth in East Asia; Islamic financial institutions; the effect of Pentecostalism's explosive growth on the economic experiences of African and Latin American communities; the marketization and commodification of religion; and more. May be elected as Anthropology 223.

225 Global Christianity

Fall

Yuan

4 credits

This course examines Christianity in its multiplicity and diversity, from its origins in a pluralistic ancient Mediterranean world to the spread of Christian practices and cultural forms throughout the globe. Through engagement with anthropology, history, theology, and literary texts, we will explore how various Christian texts, concepts, institutions, practices, and narratives have circulated among different populations in distinct socio-historical contexts. The course centers around two key questions: How has Christianity been formed and reformed through its global encounters? And how have these encounters in turn shaped the world as we know it? May be elected as Anthropology 225.

227 Christian Ethics
Not offered 2020-21

4 credits

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.

236 Comparative Scriptures
Not offered 2020-21

4 credits

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
Not offered 2020-21

4 credits

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 Theravāda Buddhism
Fall

Walters

4 credits

This course explores Theravāda or “Earlier Vehicle” Buddhism, which flourishes today in South and Southeast Asia. Students will read selections of the foundational “early Buddhist” canon from India and later literature that tracks the religion's spread in Sri Lanka, Burma, Thailand, Cambodia and Laos, with discussion and lecture focused on understanding the religion's rich cultural and historical diversity across this region. Two class meetings per week. Open to all students. Offered in alternate years.

251 Mahāyāna Buddhism
Spring

Walters

4 credits

This course explores Mahāyāna or “Great Vehicle” Buddhism, which flourishes today in East Asia. Students will read selections of the foundational “Great Vehicle” *sūtras* and later literature that tracks the religion's spread in China and Japan, and the rise of Tantrayāna or “Esoteric Vehicle” Buddhism there and in the Himalayas, with discussion and lecture focused on understanding the religion's rich cultural and historical diversity across this region. Two class meetings per week. Open to all students. Offered in alternate years.

290-292 Special Topics in the Academic Study of Religion
2-4 credits

One-time offerings of studies of selected authors, themes, or religious traditions at the intermediate level. Any current offerings follow.

290 ST: Religion in America**Fall****Schultz****4 credits**

This introductory course uses two themes—experience and authority—to orient and guide students through an historical survey of religion in the United States. We will ask how people have made appeals to religious experience to establish, reinforce, and challenge political and religious authority. In addition to dominant forms of Protestant Christianity, we will learn about the rise of new religions like Spiritualism and Mormonism, Catholic and Jewish immigration in the late nineteenth century, and the entanglements of religion with the practices of slavery and settler colonialism. Throughout the course, we will pay special attention to race and ethnicity, gender, and sexuality, asking how religion has alternately served as a vehicle for liberation and site of oppression, and how religious debates dovetailed with the pressing social issues of the day. Distribution area: cultural pluralism or humanities.

291 ST: Religion and Gender in Global Context**Spring****Schultz****4 credits**

This course examines issues of gender and religion as they intersect with global political discourses about women's rights and competing definitions of agency. The study of global religions has been transformed in important ways by encounters with postcolonial and feminist scholarship; similarly, the persistent interest in religious forms of life have shaped how scholars think about gender, sexuality, and feminism in transnational contexts. In this course, we will explore how these dialogues between feminism, postcolonial studies, and religious studies may inform and transform our understandings of categories like "women" and "religion." Questions explored will include: why have women's bodies and forms of religious dress become charged sites of these negotiations? What assumptions concerning moral agency, freedom, and public/private space invest these sites with meaning in the first place? Why does the sensibility of being modern and politically progressive depend so heavily on particular representations of the appropriate roles and behaviors of women and religion? May be taken for credit toward the Gender Studies major elective. Distribution area: cultural pluralism or humanities.

292 ST: Race and Religion in the Black Atlantic**Spring****Schultz****4 credits**

This course examines the Black Atlantic as a socio-cultural and political formation that emerges in the wake of the slave trade, the plantation system, and their embeddedness in the circuitry of global trade. The course is especially concerned with the way religion is enfolded in this hybrid and diasporic cultural formation. How, for instance, do European forms of Christianity underwrite ideas of personhood that furnish rationales for racial hierarchies, practices of enslavement, and settler colonialism? How is it the case that European political doctrines of freedom, rights, and self-determination were contemporaneous with the massive expansion of the slave trade? In addition to exploring the role of religion in these processes, we will examine a range of African-inspired religions in the Americas, including Haitian Vodou, Black Islam and Christianity, Santería in the US, Rastafarianism in the Caribbean, and Brazilian Candomblé. What counter-narratives of modernity do we find in these religious practices and worldviews? May be taken for credit toward the Race and Ethnic Studies major. Distribution area: cultural pluralism or humanities.

301 Reason and Madness: Religion and Ethics from Kant to Nietzsche**Not offered 2020-21****4 credits**

The modern period is often heralded as a time of the triumph of reason over religion. However, many of the most prominent philosophers of the 18th and 19th centuries promoted Christianity as a "rational religion" and embodying a "universal ethic." These thinkers, by contrast, disparaged Judaism as "irrational" and "unethical." This course is an intensive study of philosophical texts grappling with the interconnections between religion, ethics, and rationality, specifically focusing on representations of Judaism. The course concludes with Nietzsche's critique of this trend in modern religious thought. Students will read significant portions of philosophical texts, including Kant, Hegel, Cohen, Kierkegaard, and Nietzsche. May be taken for credit toward the German Studies major or minor. *Prerequisite:* at least one course in Religion, Philosophy, or German Studies or consent of instructor.

304 Muslim Bodies**Not offered 2020-21****4 credits**

This course considers the roles of bodies and embodiment as related to the religious tradition of Islam. What is the role of the body in Islamic thought and practice? How are different bodies understood and treated in Islamic contexts? In what ways might the category of Islam as a religion intersect with race? Themes that may receive attention include ritual performance via the body, fashion and clothing, gender, sexuality, disability, race, and theoretical discourse of embodiment. The basics of Islam will not be covered in the course; while there are no prerequisites, it is highly recommended that students have prior course experience relating to Islam, or in Religion, Gender Studies, or Race and Ethnic Studies. May be taken for credit toward the Middle East area for the South Asian and Middle Eastern Studies major, Gender Studies major or minor, or Race and Ethnic Studies major or minor.

305 Gender and Identity in Judaism**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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 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 or minor. May be taken for credit toward the South Asian and Middle Eastern Studies major.

310 Hearing Islam**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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

Fall

Osborne

4 credits

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.

325 Christianity and Politics in East Asia

Spring

Yuan

4 credits

This course examines the complicated histories and lived experiences of Christianity in modern China, Japan, and Korea. Drawing on materials from history, theology, ethnography, film, and literature, we will explore how the modern concept of “religion” was constituted and circulated in East Asia as a product of colonial encounters, and examine how it continues to inform the sociopolitical organization of East Asian societies today. We’ll look closely at how nationalist and anti-imperialist movements in China, Japan, and Korea both revolted against and mobilized Western Christianity. Finally, we’ll analyze the contemporary politics of Christianity in the region today, as well as the emergence of East Asia as a new focal point for global Christian thought and practice.

330 Multireligious South Asia

Not offered 2020-21

4 credits

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

Not offered 2020-21

4 credits

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.

387-390 Special Topics in Religious History, Literature, and Thought

2-4 credits

Intensive studies of particular authors, literatures, issues, or eras. The topics will vary year to year. Any current offerings follow.

387 ST: Religion and (Dis)enchantment in 20th-century Literature

Fall

Schultz

4 credits

How is religion imagined in modern literature? In what ways has literature itself become a species of religious thought? This course explores how 20th-century literature reflects a crisis of meaning in modern religious thought, on the one hand, and how it sustains the religious through attachment to form, to loss, and to belief without meaning, on the other. The course will examine the relationship between words and things, knowledge and power, truth and illusion, and consider the ways literary representation expresses, transposes, and otherwise complicates these terms. We will read writers with both direct and oblique relationships to religious discourses and institutions,

writers who bring religious forms of thinking to crisis, who invert its logics, who explore its hauntings, its silences, its ambiguities, and its enduring capacity to make meaning. We will take up these conceptual questions in conversation with the historical (social, political) dynamics out of which they emerge and to which they are posed. We will read Kafka, Bataille, Morrison, Djebbar, Coetzee, Endo, O'Connor, and Ngugi wa' Thiong'o (amongst others). Distribution area: humanities.

401, 402 Independent Study

Fall, Spring

Staff

1-4 credits

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

Fall

Osborne

4 credits

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.

490 Thesis in Religion

Spring

Staff

4 credits

Research and writing of the senior thesis. Open only to and required of senior religion majors. *Prerequisite:* Religion 448.

498 Honors Thesis in Religion

Spring

Staff

4 credits

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, Writing and Public Discourse

Chair: Lydia McDermott

Matthew Bost

Ellen Defossez

Kaitlyn Patia

RWPD 170, 180 and 210 Faculty: Rob Schlegel, Johanna Stoberock, Jenna Terry, and Chetna Chopra

Rooted in the classical art of persuasion, the study of rhetoric encompasses the use and analysis of symbols to share ideas, construct social reality, and make decisions about matters of common concern. Students of rhetoric engage in the critical study and composition of various messages, as well as exploring the dynamics of symbolic action through studying speeches, written and audiovisual texts, and embodied performance.

Through the study and practice of rhetoric, students learn to critique historical and contemporary public discourse, considering the stylistic and persuasive devices that make particular pieces of rhetoric effective. Additionally, students develop skills in written and oral composition, learning to craft messages that account for specific audiences in specific rhetorical situations. Finally, students reflect on the larger dynamics of rhetoric, considering the relationship between discourse and reality, the cultural and ethical power dynamics of communication, and the ways that any public discourse reflects its historical and social contexts.

In addition to serving students in our major and minor, the **Rhetoric, Writing, and Public Discourse Department** (RWPD) teaches written and oral communication as skills necessary for the broader Whitman community. RWPD courses seek to help students across disciplines develop the writing and speaking skills they will use for their coursework and for all types of written and oral communication during and after their time at Whitman. Courses in RWPD help students develop skills for many genres of composition, from research papers, poster presentations and senior theses to artist statements, op-eds and protest speeches.

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

1. Describe and engage central questions and concerns that have shaped the field of rhetoric, and effectively engage core rhetorical concepts and theories.
2. Critically analyze public discourse as it is shaped by composition, audience, genre, rhetorical situation, and systemic power dynamics.
3. Create messages which are shaped by communicative goals and responsive to audience, context, and ethical engagement with difference.
4. Understand and practice written and oral communication as recursive processes.
5. Create written and oral arguments that use clear evidence to support specific claims.

Distribution: Courses completed in RWPD apply to the humanities distribution area with the following exceptions:

Fine arts: 110

Cultural pluralism or humanities: 250 and 270

Social sciences or humanities: 342

As part of its commitment to teaching written and oral communication across the curriculum, the department of Rhetoric, Writing and Public Discourse offers RWPD 170, *Language and Writing*. Many students are required to take RWPD 170, and more information about the Writing Proficiency requirement can be found in the General Studies Section of the catalog. In addition to the requirement, all incoming students are encouraged to take the course in their first year. Spring sections are open to all first year students. This will be particularly helpful for students in the 3-2 program and students planning on going to medical school, as many of these programs require students to have taken a composition course. RWPD 170 does not count toward the major credit requirement. Students are welcome to concentrate their studies in areas such as political rhetoric, social justice rhetoric, presidential rhetoric, rhetorical theory, or any area in which they have scholarly interest.

Total credit requirements for a Rhetoric, Writing and Public Discourse major: 36

The Rhetoric, Writing and Public Discourse Major:

- 36 Credits
- Required Courses
 - RWPD 230, 330, 387 and 487
- Other notes
 - May include 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 advisor
 - All majors will complete RWPD 230 by the end of fall junior year.
 - Junior Seminars: All majors will complete RWPD 330 and 387 by the end of their junior year.
 - No courses taken PDF
- Senior Requirements
 - RWPD 487 in which students will either:
 - Write an approximately 6,500 word capstone paper and give a ten minute public presentation on capstone paper
 - OR, if qualifying for Honors, write an approximately 4,000 word honors thesis proposal with literature review
 - If a student has applied and been approved for honors, they should enroll in RWPD 498 their spring semester of senior year. Should they not achieve honors, the credits will be listed under RWPD 491.
- Honors
 - Students submit a Honors in Major Study Application to their department
 - The student must propose an honors thesis topic prior to fall semester break of their senior year. Additionally, the student should select a primary thesis advisor and two additional readers for their proposed thesis project. Proposals of around 1,500 words in length will be reviewed by the student's chosen thesis advisor.
 - In lieu of a senior capstone paper, the student will revise and expand their initial thesis proposal into an approximately 4,000-word prospectus that includes a description of the student's chosen critical artifact(s), a review of relevant literature and the scholarly conversations the student proposes engaging, a proposed argument for the final thesis project, and a proposed committee. Thesis prospectuses will be graded by the instructor for RWPD 487 and approved by the student's thesis advisor.
 - If their proposal is approved, and after finishing RWPD 487, the student will take RWPD 498 as an independent supervised research project during spring of senior year, with their chosen thesis advisor serving as the course instructor. During RWPD 498, the student will write and revise a senior thesis of at least 10,000 words.
 - The student will orally defend their thesis at the end of spring senior year. The defense will consist of a 10-15-minute public presentation followed by a short Q&A and a discussion with the student's committee members.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction
 - The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
 - The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Rhetoric, Writing and Public Discourse minor:

- 20 Credits
- Required Courses
 - RWPD 230
 - Four credits at 300-level or higher

- Other notes
 - Up to four credits at 200-level from outside the department can be approved to apply toward the minor
 - No courses can be taken PDF

100-103 Special Topics in Rhetoric, Writing and Public Discourse **1-4 credits**

Courses in special topics areas within RWPD. Any current offerings follow.

100 ST: Classics of Rhetoric

Fall

Villanueva

1 credit

Let's just read a few of the classics of rhetoric to discuss their continuing influence on the Academy (and in effect, contemporary society). After a quick glance at one definition of rhetoric from the rhetorician of the (entire) 20th century (Kenneth Burke, first published in 1916; his last Conference on College and Communication presentation in 1989—at the age of 92) to act as something of a caveat for what we'll be reading and discussing. After the quick overview, we'll travel through the Elder Sophists, Plato, Aristotle, Cicero, and Quintilian. * This course is taught by Visiting Arnold Professor, and is open to community, staff, and faculty. It will be held as a brown bag lunch series. Graded credit/no credit. Distribution area: humanities.

110 Public Speaking

Fall, Spring

Defossez

4 credits

Words matter. If we want to change the world, it is more important now than ever to develop our ability to communicate clearly, effectively, and artfully. In this course, students will learn the fundamentals of public speaking. They will learn how to speak about things that matter to them, and — with practice — to make things matter to others. Students will refine their ability to speak in a variety of settings, situations, and genres to diverse audiences. Through classroom activities, practice speeches, and formal performances, they will learn how to engage the attention, attitudes, and actions of others regarding issues of personal, communal, and civic importance.

121 Fundamentals of Argumentation

Spring

Bost

4 credits

This course is an introduction to the theory and practice of argumentation. Argumentation as an area of study explores the ways that evidence-based claims are used to mediate disagreement and controversy in personal, technical, and political contexts, and make decisions when the best course of action is contested or unclear. The course engages four primary topics: we will explore the core theoretical concepts of argument, and think about how different types of argument work and what makes them effective when directed toward particular audiences. We will discuss the ways that different communities of argument (from legal and scientific fields, to local and national debates over political issues, to arguments in mass media forums and online) judge the worth of different claims, and mediate disagreements, and we will think about how those communities interact and what happens when they come into conflict. We will dissect examples of argument in different communities in-depth, and think about how particular arguments are shaped by historical context and specific circumstances. Finally, we will interrogate the limits of argument as a paradigm, inquiring into its foundational assumptions, the ethical issues it raises, and potential alternatives that have been forwarded (ranging from dialogue to invitational rhetoric and consensus-building). In addition to analyzing arguments, students will put course material in practice through written and oral argumentation and debate. Assignments will include papers and presentations addressing different theories of argument, case studies diagramming the evolution of major historical or contemporary public arguments, advocacy and op-ed writing, and in-class dialogues and debates.

170 Language and Writing

Fall, Spring

Staff

4 credits

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. Open to first-year and sophomore students; open to juniors and seniors by consent of instructor.

180 Processes and Practices of Writing**Spring****Terry****4 credits**

This course extends students' practices and understanding of college-level academic writing processes. The course focuses on strategies and structures that support thesis-driving writing and repeated revision. Through extensive and recursive writing practice, the course emphasizes reflection on students' own writing processes and practices. Students will learn from this reflection ways to intervene in their own writing practice to encourage complexity of ideas, careful evidence evaluation and integration, and diverse revision approaches.

200-203 Special Topics in Rhetoric, Writing and Public Discourse**1-4 credits**

Courses in special topics areas within RWPDP. Any current offerings follow.

203 ST: Communication in Science**Spring****Defossez****4 credits**

Grounded in rhetoric of science scholarship, this course introduces students to both the theory and practice of science communication. Areas of focus will include the role of persuasion within the discourses of science, the rhetorical dynamics of science controversies related to matters of public importance, and effective practices for communicating technical material to general audiences. Students will be given theoretical tools to engage in constructive critical analyses of science communication, and practical tools to engage in the production of rhetorically-informed science communication. As a final assignment, students will undertake a substantial practical project in which they translate a matter of scientific complexity for a general audience. Distribution area: humanities.

210 Writing for Diverse Purposes**Spring****Stoberock****4 credits**

This course offers writers the opportunity to focus on expository writing for varying audiences and for diverse purposes. The course will engage students in the study of genre characteristics and conventions, prosodic style, and adaptation of writing for differing audiences.

230 Introduction to Rhetoric and Public Culture**Fall, Spring****Fall: Patia; Spring: Bost****4 credits**

This course gives students the basic tools for analyzing the ways that symbols shape the world, informing peoples' fundamental ideas about reality, contributing to our sense of community, and letting us make decisions about urgent matters of common concern. We will examine rhetorical artifacts from presidential speeches and policy documents to film, television, and socially mediated discourse. Rhetorical artifacts are shaped by the identity and social position of those who compose them, the rhetorical situations to which they respond, the audiences they attempt to reach, and the cultural ideologies and power dynamics that underpin them. We will consider the impact of media form (whether a rhetorical artifact is written, spoken, audiovisually mediated) on its composition and reception, and explore some of the major theories of how symbols affect people's lives, from public memory and body rhetoric to theories of rhetorical performance and representation. Students will write several short papers that critically examine different rhetorical artifacts, and will also write, workshop, and present a longer research project. Students will practice critical writing, academic research, and use of evidence and citation as they develop their projects over the course of the semester.

250 Rhetoric, Gender and Sexuality**Fall****Bost****4 credits**

This class examines the ways that rhetorical practices and theories rooted in gender and sexuality 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 gender and sexuality, to challenge theoretical assumptions about what constitutes inequity, to analyze the rhetorical practices that constitute gender and sexuality, and to offer new perspectives from which to view gender-based rhetorical practices. May be elected as Gender Studies 250.

255 The Rhetoric of Social Protest**Spring****Patia****4 credits**

This class explores the rhetorical grounds of social interaction with an emphasis on the role of communication in social change. The course introduces students to the primary theoretical tools that rhetorical studies uses to examine social protest and change. 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). By studying the phenomenon of social protest and change, 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 Rhetoric and Sensation in Civic Life**Spring****Bost****4 credits**

For much of rhetoric's history, scholars have focused on the ways that tropes and textual devices, from metaphor to narrative, influence human communication and civic engagement. This course explores a variety of recent scholarly work that expands rhetoric to account for visual, auditory, tactile and other sensory aspects of rhetoric. We will explore the ways that sensory factors (for example, hearing a speech at a political rally versus reading it on paper) influence the meaning and effects of public discourse. We will also explore a series of basic critical tools for reading images, music and audio, considering communication rooted in touch and exploring the persuasive features of particular spaces (e.g. malls, courtrooms, protest rallies), as well as discuss a variety of other rhetorical artifacts that shape our lived experience of the world. Finally, we will explore the broader implications of rhetoric's effects across the senses for how we think about symbolic action and civic engagement. Assignments will include a mid-length research paper, a discussion assignment, and short responses in a variety of written, visual, and audible forms. May be taken for credit toward the Film and Media Studies major or minor.

270 Rhetoric, Incarceration, and Civic Engagement**Not offered 2020-21****4 credits**

This course will focus on the links between civic engagement, rhetoric, citizenship, and incarcerated populations. Specifically, hosting almost all of its credit hours within the Washington 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 Washington State Penitentiary. Assignments include short reflection papers, visits to the Penitentiary for research and presentation workshops with incarcerated students, and a public presentation. Course may be taken twice for credit. *Note:* Almost all course meetings will occur at the Washington State 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. All semester, this course's meeting time will be 5:00-8:15pm. May be repeated for a maximum of eight credits. *Prerequisite:* consent of instructor.

300-303 Special Topics in Rhetoric, Writing and Public Discourse**1-4 credits**

Courses in special topics areas within RWPD. Any current offerings follow.

300 ST: Rhetorics of Health and Medicine**Fall****Defossez****4 credits**

This course introduces students to key themes within the rhetorics of health and medicine—a field of inquiry that examines how language and persuasion shape our understandings of health and illness. Topics will include the role of metaphor, narrative and genre in medical discourse, the rhetorical dynamics of medical controversies, the persuasive strategies utilized in public health messaging, the cultural significance of mediated representations of health and illness, and the relationship between identity and illness. Course assignments will invite students to identify the rhetorical dimensions of health discourses, to consider how the cultural meanings of health are rhetorically constructed and contested, and to evaluate the rhetorical strategies employed by patients, advocates, and health professionals across a range of communication contexts. Distribution area: humanities.

310 The Theory and Practice of Tutoring Writing**Fall****McDermott****2 credits**

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**Not offered 2020-21****4 credits**

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.

321 Changing the Subject: Judith Butler and Philosophy**Not offered 2020-21****4 credits**

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 as 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, Writing and Public Discourse 230, or consent of instructor.

330 Rhetorical Theory and the Human Condition**Spring****Defossez****4 credits**

The very question, "What is rhetoric?" prompts consternation and confusion, dialogue and dissent. From its inception in ancient Greece, the study of rhetoric has gone hand in hand with important debates over truth versus belief, the role of persuasion in social change, the relationship between identity, power and civic engagement, and the possibility of democracy. These debates have only become more pressing in the present moment, as our lives and communities are shaped by a ubiquitous array of communicative acts and sources, from cable news to the internet. Beginning with rhetoric's classical origins, this course will explore the primary debates and conceptual tools that have shaped it as a field, focusing on how authors grappled with rhetoric's power, the links between rhetoric and civic identity, and the role of rhetoric in social change. Throughout the semester, we will assess how rhetoric has been studied in different historical contexts to construct a picture of rhetoric's role in molding the human condition. Course to include a final research project and several short response papers, as well as class discussion and participation. *Recommended prerequisite*: Rhetoric, Writing and Public Discourse 230.

342 Rhetoric and Capitalism: Exploitation, Precarity and Social Change**Fall****Bost****4 credits**

From conversations about campaign finance and net neutrality to ethical debates over the labor practices used to produce contemporary communication technologies, capitalism shapes contemporary civic engagement in a variety of important ways. In this course, we will explore some of the key histories and theoretical terms necessary to understand the links between capitalism and public discourse. We will focus on two key trends: capitalism's tendency to translate local human relationships and symbolic actions into abstract, interchangeable processes of exchange (for example through social media, creditor relationships, or monetary exchange), and the ways that capitalism makes some bodies or lives precarious while insulating other bodies or lives from risk and potential harm. Topics covered will include the *Citizens United v. FEC*

Supreme Court decision, the increasing global shift to an economy based on communication and information, the relationship between conventional waged labor and other forms of labor (e.g. housework, sex work, black market economies), and the utility of various lenses, from Marxist and anarchist perspectives to feminist, ecological, critical race, and queer perspectives for rhetorically engaging with capitalism's effects. We will also discuss some of the ways that activists have responded to these trends, from traditional labor organizing to the construction of communities removed from capitalism, to digital and social media activism. Assignments will include a mid-length research paper, a series of short reflections, and a discussion assignment.

350 Political Campaign Communication

Fall

Patia

4 credits

This course focuses on the role of communication in U.S. political campaigns. We will examine the history of various features of political campaigns, including candidate debates, advertisements, speeches, policy proposals, media coverage, voter outreach, public opinion, polling, fundraising, demographics, social media and new technologies, crafting candidate image and narrative, deliberative forums, the role of consultants, and voter education. This history will be placed in conversation with current presidential, house, and senate races, as well as ballot initiatives. Students will both analyze and create examples of political campaign communication. In addition to regular course sessions students are also expected to attend evening on-campus screenings of each presidential debate and attend at least one local elections forum. May be taken for credit toward the Film and Media Studies major or minor.

353 The Rhetoric of the Black Freedom Struggle

Not offered 2020-21

4 credits

This course examines the rhetoric of the Black freedom struggle in the US, beginning with African Americans' efforts to survive and resist slavery and culminating in contemporary struggles for social, political, and economic justice. We will explore the birth of 20th century struggles for civil rights in the radical left of the 1930s, and chart the continuation of these struggles through the lunch counter sit-ins, marches and bus boycotts of the mid-1950s, struggles for voting rights and political representation in the 1960s, and community organizing and advocacy for Black power in the late 1960s and early 70s, as well as examining the ways that all of these movements inform present-day struggles for social change. Assignments will include short analytical essays centered on primary texts, and a final rhetorical criticism paper on a topic of the student's choice. May be taken for credit toward the Race and Ethnic Studies major or minor.

360 Variable Topics in the Rhetoric of Social Protest

1-4 credits

This course offers in-depth exploration of historical and contemporary protest rhetorics. Course offerings will encompass a variety of movements for social justice focused on gender, sexuality, race and class, and will explore primary texts produced by social movements, media coverage of social movements, theories of social change, and philosophical works produced in moments of protest. Any current offerings follow:

365 Rhetoric and Violence

Not offered 2020-21

4 credits

Rhetoric and violence are frequently separated and irresistibly connected parts of contemporary civic life. We bemoan the breakdown of discussion into violent division, and worry over rhetorical incitements to violent action, even as we draw lines between "free speech" and physically violent acts. This course examines key theoretical and historical connections between rhetoric and violence, attempting to make sense of the rhetorical impacts of physical force, the relationship between speech and violent action, and the ways that histories of violence shape subjectivity, interpersonal relationships, and political community. We will begin by studying rhetorical theorists who have posed general questions about the relationship between rhetoric and violence, the definition and scope of the term "violence", and the material power of discourse. We will then engage these theoretical debates through extended discussions of scholarly, activist and journalistic literature around several points of intersection between rhetoric and violence including rhetoric around gun violence and mass shootings, feminist discussions of gendered violence and masculinity, histories of racial violence, "fighting words" and injurious or hurtful speech, and contemporary military and political violence. We will also discuss antiviolence rhetoric that attempts to publicize, counter, or mitigate the effects of systemic violence against marginalized communities. Throughout, the course will link important political discussions with larger theoretical debates, giving us the tools to think

violence in connection with rhetoric, and consider the ethics of nonviolence. Assignments will include several short response papers, seminar based discussion, and an oral presentation.

380 Rhetorical Bodies

Not offered 2020-21

4 credits

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 taken for credit toward the Race and Ethnic Studies major. May be elected as English 377.

387 Rhetorical Criticism

Spring

Patia

4 credits

This course teaches students the core methods used to critically analyze texts from a rhetorical perspective. Using a variety of rhetorical artifacts including speeches and court opinions film, public monuments and memorials, and political protest rhetoric, students will consider how individual rhetorical acts are shaped by authorship and composition, audience, and social and historical context. We will think about these factors in conversation with concrete methods for analysis ranging from close textual criticism to ideology critique to affect and public memory analysis. Finally, the course will instruct students in researching and writing an extended piece of rhetorical criticism. *Recommended prerequisite:* Rhetoric, Writing and Public Discourse 230.

401, 402 Independent Study

Fall, Spring

Staff

1-4 credits

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, Writing and Public Discourse

1-4 credits

Courses in special topics areas within rhetorical studies. Any current offerings follow.

403 ST: Rhetorics of Racism

Fall

Villanueva

4 credits

The Pew Research Center's "Race in America 2019" reports that racial attitudes have suffered in the last few years, or at least that racist views have returned to being more vocal. But for this class, we will be less concerned with explicit racism or the conventional political views on racism (meaning, no democrat or republican bashing) than with the ways our rhetoric can continue to reflect a structural racism. After a brief explanation of rhetoric as a historical subject of study and as a contemporary theory, we will explore the racism so as to consider how such a belief system continues to operate even when most people do not abide by conventional notions of racism. Our goal will be to consider the ways with language that affect and are affected by how modern society seems to sort humans. Short response papers to readings, one longer paper. Readings include a book by the instructor (for which I realize no royalties or the like), a research study, a classic text that marks the beginning or the end of modern era of racism (and I do mean to be ambiguous here, a matter we would discuss), and a more contemporary novel. May be taken for credit toward the Race and Ethnic Studies major. Distribution area: cultural pluralism or humanities.

487 Senior Seminar in Rhetoric, Writing and Public Discourse

Fall

McDermott

4 credits

This course focuses on an advanced analysis of rhetoric, and facilitates independent research on senior capstone papers and senior theses. Course readings will explore the goals of rhetorical theory and criticism, the utility of rhetoric for political advocacy and public life outside the academy, and core skills and strategies for effectively planning and writing original academic research. Students will also assign and teach rhetorical scholarship relevant to their senior research. The goal of the course is to prepare students to perform effective rhetorical criticism, to integrate theory effectively in analyzing rhetoric, and to produce well-organized and well-argued research. Students will either produce a senior capstone paper over

the course of the semester, or prepare a thesis proposal that will enable them to pursue honors in the spring semester of their senior year.

491 Thesis**Spring****Staff****4 credits**

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

498 Honors Thesis**Spring****Staff****4 credits**

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 during the fall semester of their senior year.

Science

Courses in science do not automatically count toward distribution requirements, unless specifically noted in the course descriptions below.

180 Special Topics in Science

1-4 credits

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.

380 Special Topics in Science

1-4 credits

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

Fall, Spring

Staff

1-3 credits

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

Sociology

Chair: Michelle Janning
Alissa Cordner
Matthew Gougherty

Helen Kim
John Liverso
Gilbert Mireles (*on Sabbatical, Spring 2021*)
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.

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

- Understand the discipline of sociology, including foundational concepts such as the sociological imagination, social inequality, stratification, social change, culture, structure, institutions, identity, interactions, and the importance of place and natural environment in social relations.
- Describe, effectively apply, and engage basic theories or theoretical orientations in at least one area of sociological inquiry.
- Employ various sociological research methods, including qualitative and quantitative approaches, to ethically investigate sociological questions.
- Identify underlying assumptions, effectively apply, and critically engage sociological work that uses different theoretical and methodological approaches.
- Connect sociological questions with appropriate theories and methods in research.
- Critically and effectively communicate verbally and in written form according to professional standards in sociology.
- Understand both the importance of public and applied sociology and the individual student's role in civic engagement using a sociological lens.

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.

Total credit requirement for a Sociology major: 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.

The Sociology major:

- 36 Credits
- Required Courses
 - Sociology 117, 207, 251, 490, either 492 or 498
 - At least one 300-level course
 - Excluding all courses completed off-campus or as an independent study
- Other notes
 - No PDF courses
 - No more than 8 transfer credits may apply toward the major
- Senior Requirements
 - Sociology 490, 492 or 498
 - A senior assessment
 - oral comprehensive examination
- Honors
 - Students do not apply for admission to candidacy for honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.
 - Cumulative GPA of at least 3.300 on all credits earned at Whitman College

- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course
- Pass the senior assessment with distinction
- Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Sociology minor:

- 18 Credits
- Required Courses
 - Sociology 117, 207, and 251
- Other notes
 - Courses cannot be taken PDF

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

Course levels: 200-level courses are designed to introduce students to subfields in sociology. 300-level courses include: more depth and specificity; seminar-style pedagogies; smaller class size; more intensity in reading assignments; deeper engagement with, and application of, theories and methods in sociology; greater emphasis on written and/or oral communication; and an emphasis on thesis preparation. Most 200-level courses in sociology do not have prerequisites. For 300-level courses, the prerequisite includes at least two credits of prior work in sociology or consent of instructor.

110 Social Problems

Not offered 2020-21

4 credits

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 globally, and analyzes the structure and culture of this society, in the attempt to determine how and why these problems are produced and sustained.

117 Principles of Sociology

Fall, Spring

Gougherty, Janning

4 credits

Principles of Sociology is 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 theories and quantitative and qualitative methodological perspectives. Course topics include historical foundations of the discipline, social interaction, socialization, structure, culture, groups and networks, applied sociology, inequalities, globalization, and the relationship between humans and the built and natural environments. Student work includes reading assignments, exams, papers, and an empirical research project that entails research design, data collection and analysis, oral and written presentation of findings, and application of a sociological theory and past empirical research to the findings. Required of all majors; should be taken as early in the student's program as possible. This course is open to first years, sophomores and juniors; seniors by consent of instructor only.

207 Social Research Methods

Fall

Cordner

4 credits

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**Spring****Leverso****4 credits**

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**Not offered 2020-21****4 credits**

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.

211 Community-Based Sociology**Not offered 2020-21****2 or 4 credits**

Community-Based Sociology is designed for any student interested in combining an ongoing or new local paid or unpaid community placement with sociological investigation into the topics central to the placement, to the placement's interactional and group-level organizational dynamics, and to the overarching connection between social inquiry and its application in local organizations and/or projects. Professor-approved placements can be located in non-profit, for-profit, educational, governmental, human service, or other similar community settings in the Walla Walla Valley. Topics for placements can connect to fields in social sciences, humanities, arts, and/or sciences, and placements may be arranged using existing College resources or by the student and professor. Readings, lectures, and discussions cover epistemological, political, and conceptual overlaps and differences between traditional, public, applied, and other forms of community-based sociology, as well as issues surrounding reciprocity and ethics in the relationship between academic inquiry and on-the-ground work in the community. Students who take the class must have an arranged placement by the second week of classes, and must spend at least one hour per week in the placement. Placements must be concurrent with the semester the course is taken. Student work includes readings, reflective writing about the experience, class meetings (which includes discussion and presentation), responses to readings, and a project that integrates sociological investigation with the placement experience.

212 Political Sociology**Fall****Santana-Acuña****4 credits**

What is power and what forms can it take? What are nation states and why have they become the dominant form of ruling over people? Who elects our political representatives: markets or voters? Is democracy the best system of government? Are there viable alternatives to it? How is democracy achieved and what threats does it face in the current era? In an increasing globalized world, does it make sense to refer to citizens, states, and power in national terms? These are some of the questions we analyze in this course, which reviews major approaches to political sociology through explorations of the following topics: state and nation formation, civil society, citizenship, democracy, elections, contentious politics, populism, terrorism, globalization, markets, media coverage, and the environment. A strong emphasis is put on historical analyses and empirical studies.

220 Latin@s in the United States**Fall****Mireles****4 credits**

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**Spring****Cordner****4 credits**

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**Fall****Gougherty****4 credits**

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.

248 Sociology of Big DataL Algorithms, Robots, and Digital Societies**Spring****Santana-Acuña****4 credits**

In recent decades, most societies around the world have experienced an explosion in the production, circulation, and consumption of data. This ongoing revolution, often associated with the word Big Data, is having unprecedented social and cultural consequences. This course will explore such consequences by looking at global usages of Big Data. Sites of observation and analysis will include technological tools and social groups that interact with such data, including algorithms, artificial intelligence, biotechnology, robots, social media, and digital influencers. Areas looked into will include labor markets, political policies, social relations, and cultural values. Students will leave the course with a better understanding of the current relationship between society and technology and especially of the social implications surrounding use of Big Data.

251 Social Theory**Fall****Santana-Acuña****4 credits**

This course introduces students to major thinkers, ideas, concepts, and debates that are part of the trajectory of social theory from the mid-eighteenth century to the present. The course also addresses the question of how social theories relate to the context in which they are produced and how they can be put in practice to help us explain social issues. Required of sociology majors and minors. Formally Sociology 367-May not be taken if previously completed 367.

257 Sociology of the Family**Spring****Janning****4 credits**

This course examines contemporary and historical families in the U.S. and globally through a sociological lens. Simultaneously a public and private entity, the family has long been considered by many to be the critical building block and pivotal institution in society, but over the course of many generations and in countless cultures, the concept of family itself has been defined and redefined. Students will learn about changing families as they relate to growing lifespans, globalization, shifts in paid work experiences, changing religious and political perspectives, technological changes, shifting media representations, and innovative lifestyles and dwelling design. Upon completion of the course, students will demonstrate an understanding of, and connection between, topics such as: family theories, research methods used to study families, love and sex, courtship, cohabitation, care work, reproduction, parenting, childhood, paid work and family boundaries, violence, break-up/divorce, family policy, stepfamilies, aging, home design, and more. Through course readings, written assignments, class discussions, and exams, students will explore how race, social class, gender, age, and sexual orientation intersect and shape processes of inequalities, family formation, intimacy, and decisions about various family life stages.

258 Gender and Society**Not offered 2020-21****4 credits**

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**Fall****Leverso****4 credits**

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**Fall****H. Kim****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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-, meso-, 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 participation, a course term paper, a midterm, and final exam. This course is open to all students but previous coursework in sociology or a related field is strongly advised.

279 Sociology of Education**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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.

290 The Sociology and History of Rock 'n' Roll**Not offered 2020-21****4 credits**

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 credits**

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

293 ST: COVID-19 in Walla Walla 2020: Community, Place and Organizations**Fall****Janning****1 credit**

Students will learn about the Walla Walla Valley using a sociological perspective, offering a glimpse into the many issues that strengthen, challenge, and complicate the work of, and connections among, local community organizations during the COVID-19 pandemic. Via a series of lectures and community partner conversations, discussions, and a reflection essay, students will engage with local organizational work in areas such as education, health, tourism and business, faith communities, housing, food security, environmental sustainability, immigration, arts, criminal justice, and early learning, among others. Also included is a critical examination of ways that Whitman and the Walla Walla Valley intersect, the importance of place, and the role of a residential liberal arts college situated in this local context. Sociological definitions of community, reciprocity, and inter- and intra-organization dynamics will be covered, along with an introduction to social scientific research methods appropriate for work with local organizations. Students will also explore ways they may engage with the local community throughout their time at Whitman. The course is conducted asynchronously and completely online. Open to first-year students or first-semester transfer students only. Distribution area: social sciences.

293 ST: Race, Class and the Criminal Justice System in the United States**Spring****Leverso****4 credits**

This course will provide an overview of race in the context of the criminal justice system, seeking to understand political and sociological reasons why people of color, especially African Americans, are over-represented in the criminal justice system. This course will emphasize the treatment of people of color as both victims and offenders by law enforcement, courts, and corrections. This course will also review and critically evaluate different perspectives on contemporary policing. In addition to traditional policing perspectives, students will be exposed to scholars of color and critical scholars. Students will be evaluated based on essays (that summarize and critique readings), a midterm exam and a final project. Distribution area: cultural pluralism or social sciences.

294 ST: Organizing Burning Man and Getting an Elite Job: Explorations in the Sociology of Work and Organizations**Spring****Gougherty****4 credits**

What makes work meaningful? How can you leverage your social networks into a job? Why are bureaucracies dominant in our society and can we live without them? How exactly is Burning Man organized each year? These are a few of the questions we will be addressing in this course, which explores the sociological processes influencing work and organizations. During the first section of the course we will examine how sociologists have studied and theorized work and organizations in modern societies. We will follow this by exploring how people are socialized into their chosen occupations and experience their work. Then we will analyze a variety of occupations ranging from wildland firefighters and medical professionals to drug dealers. The last section of the course focuses on the structures, cultures, and environments surrounding organizations, with particular attention paid to organizations in the public and non-profit sectors. Students will be evaluated on class participation, exams, and a research paper. Distribution area: social sciences.

310 A Sociological Approach to Urban Street Gangs**Fall****Leverso****4 credits**

Focusing on a sociological understanding of gangs, this course will provide an overview of research on gangs and theoretical perspectives of gang membership while paying close attention to the interplay of social structure, gang dynamics, and the life-course of individual gang members. In addition to traditional gang scholarship, students will be exposed to alternative perspectives on street gangs including, but not limited to, Latino/a scholars, gender scholars, and critical gang scholars. By the end of the course, students should be capable of: (1) Understanding the myths and realities associated with gangs; (2) Discussing and evaluating theories, concepts, and methods used by gang scholars and criminologists; (3) Critically evaluating information on gangs from a number of sources, including news media and academic research; and (4) Developing and presenting their own sociological/criminological ideas and perspectives on

gangs and gang membership. To accomplish the learning goals, this class combines lecture on gang theories with group activities, as well as interactive research activities. The class collectively designs an interview protocol and students will interview two former gang members. Students will be graded on a variety of activities including interview development, testing on theories, and essays on class topics. The final exam centers on applying theory learned in lecture to the qualitative interviews conducted in class. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor.

325 Sociology of Disasters

Spring

Cordner

4 credits

This course offers an in-depth exploration of the sociology of disasters. Though disasters are often thought of as being either natural or technological in nature, they are fundamentally social in nature, and their impacts 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 social science theories of disaster response and social vulnerability. The course will pay specific attention to topics including 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. This course involves group work, oral presentations, independent research projects, exams and quizzes, written papers, and classroom discussion. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor.

329 Environmental Health

Fall

Cordner

4 credits

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. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor.

337 Seminar in Cultural Sociology

Spring

Santana-Acuña

4 credits

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:* at least two credits of prior work in sociology or consent of instructor.

340 Economic Sociology

Not offered 2020-21

4 credits

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 different forms of labor in advanced industrial societies. Course evaluation will be based on participation, a course term paper, a midterm, and final exam. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor.

353 Environmental Justice**Not offered 2020-21****4 credits**

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:* at least two credits of prior work in sociology or consent of instructor.

360 The Sociology of Everyday Life**Not offered 2020-21****4 credits**

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, qualitative research methods, and studies of habitus and social space. We will examine everyday life through popular media, observation, film, and literature. Evaluations are based upon student written work, projects final paper, and participation in class. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor.

368 Contemporary Social Theory: A Textual and Visual Approach**Not offered 2020-21****4 credits**

Using a hands-on approach, this course introduces students to key thinkers, ideas, concepts, and debates that are part of contemporary social theory from World War II to the present. This course acknowledges the interdisciplinary nature of contemporary social theory. Students are 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, students will also watch theorists at work in lectures, interviews, and debates. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor.

369 Social Stratification**Not offered 2020-21****4 credits**

This course provides an advanced introduction to the study of structured inequality in late industrial, liberal democratic societies. This includes a look at the ways in which economic position, social prestige, and political resources affect individual life chances in society. Specific topics covered include classical approaches to social inequality, social mobility, networks and social capital, class and culture, and educational systems and social mobility. In addition, we review ascriptive factors such as race and gender and their impact on labor market participation and inequality. Student evaluation will be based on class participation, three written seminar papers and presentations, and a midterm and final exam. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor.

381, 382 Independent Study**Fall, Spring****Staff****1-4 credits**

Reading and/or research in an area of sociology of interest to the student, under the supervision of a faculty member. A maximum of four credits may count toward 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 toward the major. *Prerequisite:* at least two credits of prior work in sociology and consent of instructor.

393 Special Topics in Sociology: Upper Level**1-4 credits**

An advanced course designed to review selected topics in sociology through lectures, seminars, or group research projects. *Prerequisite:* at least two credits of prior work in sociology or consent of instructor. Any current offerings follow.

393 ST: Legal Pluralism, Custom, and Development**Spring****Lemma****1 credit**

Despite the existence of formal legal systems established by states, pre-existing non-formal customary legal systems continue to subsist and operate alongside the formal ones in countries around the world, thereby giving rise to legal pluralism. This course examines the interplay between legal pluralism and development by using an interdisciplinary approach and analyzing selected case studies of different countries and regions. The course explores the definition, origin and treatment of “legal pluralism” under formal state legal systems; the conceptions and indicators of “development” by taking an expansive view of development to include not only economic, but also social, political and human development and the empowerment of women, racial and ethnic minorities, and other “vulnerable” groups; whether, how, and to what extent legal pluralism impacts development particularly in developing countries and regions; the advantages and disadvantages that each of the formal state and non-formal customary legal systems offers in relation to development; the scope and mechanisms available for intervention through law reform to make legal pluralism work to promote development; the alternative models developed in established law and development research and experience for the formal treatment of the non-formal customary arrangements through law reform, along with the forms and contents, potential benefits and possible drawbacks, and practical examples of each of the models. Graded credit/no credit. Distribution area: cultural pluralism.

407, 408 Seminar**4 credits**

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

490 Current Issues in Sociology**Fall****Cordner, Gougherty, Leverso, Mireles, Santana-Acuña****4 credits**

Limited to, and required of, senior sociology majors. The course meets in a seminar format with all available sociology faculty. Students will demonstrate advanced understanding and application of the sociology major learning goals through discussions of recent research in the field. Students will also make significant progress towards the writing of their thesis and preparation for their oral defense. Must be taken the last fall semester in which the student is in residence. *Prerequisite:* Sociology 117. *Pre- or corequisites:* Sociology 207 and 251.

492 Thesis**Spring****Cordner, Gougherty, Janning, Leverso, Santana-Acuña****2 or 4 credits**

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. 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 251.

498 Honors Thesis**Spring****Cordner, Gougherty, Janning, Leverso, Santana-Acuña****2 or 4 credits**

Students register for Sociology 492, not for Sociology 498. The registration will be changed from Sociology 492 to 498 for those students who attain honors in Sociology. Designed to allow those students who qualify the opportunity to complete a senior thesis of honors-level quality. 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 492 and two credits in Environmental Studies 488, for a total of four credits and then those who receive honors are switched by the registrar into Sociology 498 and Environmental Studies 498 on their registration. *Prerequisites:* Sociology 117, 207, and 251.

Spanish (see Hispanic Studies)

Sport Studies, Recreation and Athletics

Director: Kim Chandler

Jennifer Blomme

Eric Bridgeland

Jose Cedeño

John Eckel

Michelle Ferenz

Nathan Fry

John Hein

Matthew Helm

Brian Kitamura

Skip Molitor

Jeff Northam

Scott Shields

Michael Washington

Adjunct Instructors:

Jennifer Cedeño

Stuart Chapin

Laura Cummings

Michele Hanford

Allison Keppel

Amy Molitor

Kelli Pitzer

Alicia Riley

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, as opportunity permits, offer lecture and applied coursework in sport studies, recreation 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 for the fall semester and “S” the spring semester. Activity courses are one credit unless otherwise noted.

Individual Fitness Activities

| | |
|---|-----|
| 100 Introduction to Fitness | 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 |
| 106 Radiant Body Yoga: Vinyasa & Kundalini | F,S |
| 123 Pilates | F,S |
| 125 Walk-Fit (<i>instructor consent required</i>) ... | F,S |
| 171 Introduction to Fitness | x,x |
| 201 Intermediate Total Body Conditioning | x,x |
| 202 Intermediate Weight Training..... | S |
| 204 Intermediate Yoga..... | S |
| 205 Advanced Speed and Agility Training..... | F |

Outdoor Skills Activities

| | |
|--|-----|
| 119 Beginning Mountain Biking (<i>Fee: \$100</i>)..... | x |
| 127 Beginning Fly Fishing (<i>Fee: \$75</i>) | x,x |
| 137 Beginning Indoor Rock Climbing (<i>Fee: \$140 - no trip required</i>) | F,S |
| 138 Rock Climbing (<i>Fee:</i> \$170 - <i>trip required</i>) | x |
| 140 Beginning Whitewater Kayaking (<i>Fee: \$185</i>) | F,S |

| | |
|---|-----|
| 141 Beginning Flat-Water Kayaking (<i>Fee: \$185</i>)..... | S |
| 142 Beginning Camping Skills (<i>Fee: \$140</i>) | F |
| 237 Intermediate Indoor Rock Climbing (<i>Fee: \$140 - no trip required</i>) | F,S |
| 238 Intermediate Rock Climbing (<i>Fee: \$170 - trip required</i>) | x,S |
| 250 Intermediate Kayaking (<i>Fee: \$225</i>) | S |
| 350 Advanced Kayaking (<i>Fee: TBD</i>) | x,x |

Individual Sports

| | |
|---|-----|
| 117 Beginning Golf (<i>Fee: \$100</i>) | F,S |
| 121 Triathlon Sports..... | S |
| 217 Intermediate Golf (<i>Fee: \$100</i>) | S |

Dual Activities

| | |
|------------------------------------|-----|
| 110 Beginning Tennis | F,S |
| 111 Beginning Racquetball | x |
| 131 Badminton | x,x |
| 210 Intermediate Tennis | F,S |
| 211 Intermediate Racquetball | x |

Winter Sports

| | |
|---|-----|
| *112 Beginning Skiing (<i>Fee: \$400</i>) | S |
| *114 Beginning Snowboarding (<i>Fee: \$400</i>) | S |
| 115 Beginning Telemark Skiing (<i>Fee: \$340</i>) | x,x |
| *212 Intermediate Skiing (<i>Fee: \$400</i>) | S |

- *214 Intermediate Snowboarding (*Fee: \$400*) . S
- *312 Advanced Skiing (*Fee: \$400*) S
- *314 Advanced Snowboarding (*Fee: \$400*)S
- *Equipment Rental at Ski Bluewood not included

Aquatics

- 130 Swimmingx
- 230 Advanced Swimming & Conditioning.....x

Team Sports

- 108 Beginning Basketball.....x
- 136 Beginning Sand Volleyball..... F
- 236 Intermediate Sand Volleyball S
- 150 Soccer F, S
- 151 Beginning Volleyballx
- 251 Intermediate Volleyball.....x

Intercollegiate Sports (for varsity athletes only)

- 252 Intercollegiate Cross Country F
- 253 Intercollegiate Soccer (men) F
- 254 Intercollegiate Soccer (women)..... F
- 255 Intercollegiate Volleyball F
- 256 Intercollegiate Swimming S
- 257 Intercollegiate Baseball S
- 258 Intercollegiate Basketball (men) S
- 259 Intercollegiate Basketball (women) S
- 260 Intercollegiate Golf (men)..... S
- 261 Intercollegiate Golf (women) S
- 263 Intercollegiate Tennis (women) S
- 264 Intercollegiate Tennis (men) S
- 266 Intercollegiate Lacrosse(women) S

152 Introduction to Olympic Weightlifting

Not offered 2020-21

1 credit

A brief introduction to the two Olympic lifts: the clean & jerk and the snatch. Course will also cover all variations of the two lifts including hang and power positions, squats, and pulls. A basic familiarization with the two lifts is highly recommended before starting this course. Course will begin after spring break 2018. *Prerequisite:* SSRA 100.

226 Glacier Mountaineering

Not offered 2020-21

2 credits

The goal of this course is to learn the basics of glacier travel and mountaineering so that the participant becomes a competent group member capable of participating in trips with other skilled individuals. Some of the skills that will be covered include: knots and rope handling, belaying, protection placement and anchor building, hazard evaluation, ice axe use, self arrest, technical snow and ice climbing, crampon use, snow and ice anchors, fourth class climbing techniques, peak ascents, roped glacier travel, crevasse rescue, fixed line ascension & snow camping techniques. The primary class requirement is participation in the class weekend trips. This course is limited to 9 students for risk management and permitting reasons. Offered every other year. *Prerequisite:* SSRA 137, 138, 237, 238, 248, or 338 or consent of instructor. *Fee:* \$500, includes 3 full weekend trips.

242 Wilderness First Responder

Spring

Riley and Sheedy

2 credits

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. Sections A: May 19-28, 2021. *Fee:* \$675.

244 Swift Water Rescue

Fall

S. Chapin

1 credit

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*: \$300.

248 Climbing Wall Instructor**Fall****Sheedy****1 credit**

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*: \$200.

265 Climbing Movement and Technique**Fall, Spring****Sheedy****1 credit**

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**Fall, Spring****Sheedy****1 credit**

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.

268 Traditional Climbing**Fall****Sheedy****1 credit**

Traditional (or trad) climbing, is a style of rock climbing in which a climber or group of climbers place all gear required to protect against falls, and remove it when a pitch is complete. This course is intended to teach students how to place trad gear, build trad anchors and lead climb while placing that gear. Graded credit/no credit. *Prerequisites*: SSRA 237 or 238 or 248 or consent of instructor. *Fee*: \$170.

284, 285 Athletic Leadership I, Athletic Leadership II**Fall, Spring****Ferenz, Lewis****1 credit**

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.

300 Outdoor Sport Climbing Top Rope Instructor**Spring****Sheedy****1 credit**

This course is intended to build upon the skills developed in the Climbing Walla Instructor course and prepare students to lead outside top rope climbing trips in single pitch sport climbing terrain with primarily bolted anchors. The course is intended to prepare students interested in leading outdoor climbing trips for the OP, SSRA or Scrambles programs. This course will have a heavy outdoor climbing trip management and risk management focus. Graded credit/no credit.

Prerequisite: SSRA 248. *Fee:* \$100.

338 Improvised Rock Rescue Systems

Not offered 2020-21

1 credit

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. *Prerequisite:* SSRA 238 or 387, or consent of instructor. *Fee:* \$75.

342 Wilderness Expedition: Sea Kayaking

Spring

Sheedy

1 credit

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. *Co-requisite:* SSRA 334. *Fee:* variable depending on location.

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.

153 Holistic Nutrition and Health

Fall, Spring

Cedeño

2 credits

This course is an opportunity to learn about whole body health by exploring some of the most up-to-date information in the field of holistic nutrition. We will look at digestive anatomy and physiology, discuss common misconceptions about fat, carbohydrates and protein, and explore common symptoms associated with stress, impaired digestion, poor diet, and food sensitivities. Students will also have the opportunity to explore their own personal health, nutrition, stress and energy levels through a variety of modalities including mindfulness, breathing, food journaling and self-reflection. Graded credit/no credit.

200 First Aid

Fall, Spring

Fry

1 credit

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.

206-207 Special Topics in Sports Studies, Recreation and Athletics

1-4 credits

Courses in special topics areas within SSRA. Any current offerings follow.

206 ST: Sports, Social Justice and Facilitation

Fall

Hein and Witherspoon

2 credits

As a society, we have witnessed an interesting relationship between sports and social justice. The provocative relationship between these entities played out publicly for college-level and professional athletes, but rarely do we create a space for dialogue at the intersection of sports and Social Justice. This course is designed to give students a foundation for effective intergroup dialogue and facilitation. Course instructors have been trained in intergroup

dialogue pedagogy, a model that brings together students from different social identity groups to develop critical dialogic skills through guided practice. Students will discuss relevant reading material, videos, and lived experiences as a base for conversation and community development. Students will learn and engage with the four-stage model of intergroup dialogue: “Stage 1: Getting Acquainted Stage 2: Exploring Similarities and Differences in Experiences Stage 3: Engaging “Hot” Topics Stage 4: Action Planning”. Students will utilize this framework to examine sports movements and sports team culture at all levels through the lens of social justice. Distribution area: None.

308 Lifeguard Training**Fall****Blomme****2 credits**

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**Spring****Staff****2 credits**

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**Not offered 2020-21****2 credits**

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**Fall****S. Chapin****2 credits**

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**Fall****Sheedy****2 credits**

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. *Fee:* \$475.

357 Coaching Soccer**Not offered 2020-21****2 credits**

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**Fall****Kitamura****2 credits**

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**Not offered 2020-21****2 credits**

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**Spring****S. Chapin****2 credits**

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**Not offered 2020-21****2 credits**

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**Not offered 2020-21****3 credits**

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:* \$600.

390 Introduction to Sports Medicine**Not offered 2020-21****4 credits**

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**Not offered 2020-21****4 credits**

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**Fall, Spring****Staff****1-3 credits**

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.

Theater and Dance

Chair: Laura Hope

Director of Dance: Renée Archibald

Annaliese M. Baker

Peter de Grasse

Christopher Petit

Daniel Schindler (*on Sabbatical, Spring 2021*)

Nathan Tomsheck

Kevin Walker

Courses and productions at the Harper Joy Theater provide students with rigorous training in the practical skills, historical context, and cultural background of the dramatic arts. The skills they acquire will allow them to succeed in many diverse areas of Theater and dance. All classes without stated prerequisite or an indicated level of difficulty are recommended to any student, regardless of class standing.

Mission Statement

The Department of Theater and Dance at Whitman College is a diverse community of empathetic artists and scholars. We engage critically and artistically to explore the canons of live performance in its many facets. Our students work collaboratively with the faculty and guest artists to investigate the process of art-making and challenge us to expand our capacity for, and ideas of, creative expression.

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

- Demonstrate an understanding of Theater and dance as a collaborative artistic discipline.
- Demonstrate knowledge of ways in which Theater and dance histories, contexts, and canons are relevant and manifest in contemporary works of performance.
- Demonstrate the practical and intellectual skills necessary to articulate oneself in a performance context.
- Critically analyze artistic work.

The Theater major:

- 36 Credits
- Required Courses
 - THDN 125 or 130; and 490
 - Two courses in production methods
 - THDN 246 and 245 or 277
 - Four courses of practice from THDN 248, 332, or 348
 - At least two must be 248 or 348
 - One course in theater design from THDN 345, 360, 366, or 378
 - Four courses in history/literature, theory, and culture from THDN 210, 235, 357, 372, 373, 377
- Other notes
 - Students majoring or minoring in Theater and minoring in Dance may not use the same courses to fulfill requirements
 - No courses may be taken PDF
- Senior Requirements
 - THDN 490
 - Either a project in production or written research project
 - Oral thesis defense on the senior project
- Honors
 - Students submit a Honors in Major Study Application to their department
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman.

- Cumulative GPA of at least 3.300 on all credits earned at Whitman College
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction
- The department will submit the Honors applications to the Registrar's Office of students pursuing Honors by the specified deadline
- The department submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later the Reading Day
- An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

The Theater minor:

- 20 Credits
- Required Courses
 - One course in introductory studies from THDN 125 or 130
 - One course in production methods from THDN 245, 246, or 277
 - Three courses in history/literature, theory, and culture from THDN 210, 235, 357, 372, 373, 377
 - Four courses of practice from THDN 248, 332, or 348
 - at least 2 of these courses must be from 248 or 348
- Other notes
 - Students minoring in Theater and minoring in Dance may not use the same courses to fulfill requirements
 - No courses may be taken PDF

The Dance minor:

- 19 Credits
- Required Courses
 - One introductory course THDN 130
 - Two courses in history and theory THDN 118 and 357
 - One course in Dance composition THDN 234
 - One course in performance THDN 332
 - One course in production methods THDN 245, 246, or 345
 - One course in studio practice THDN 230, 231, or 325
- Other notes
 - Students minoring in Dance and minoring in Theater may not use the same courses to fulfill requirements
 - No courses may be taken PDF

107 Introduction to the Theater

Not offered 2020-21

3 credits

Theater 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 Theater 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 Theater production season as a laboratory, students will see the plays from backstage and front, and critically evaluate the work. Open to all students.

118 Introduction to Dance

Fall

Archibald

3 credits

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 Beginning Acting I**Fall****Hope, Petit****3 credits**

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**Not offered 2020-21****3 credits**

A continuation of Theater 125. Students build on the acting fundamentals they learned in Beginning Acting I. Includes additional scene work, acting exercises, and assigned reading. *Prerequisite:* Theater and Dance 125.

130 Beginning Modern Dance**Fall, Spring****de Grasse****3 credits**

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.

131 Beginning Ballet**Fall, Spring****Fall: de Grasse; Spring: Archibald****3 credits**

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.

210 World Theater**Not offered 2020-21****4 credits**

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 Theater and how it can be used to enhance the cultural narrative of different cultures.

211 Stage Electronics**Not offered 2020-21****3 credits**

This course will introduce students to the basics of lighting and sound technology in the world of performance. It will cover: basic lighting and sound equipment for stage, electrical theory, common terminology, electrical safety and wiring, dimming, patching, hanging & focus of lights instrument, sound system setup for performance; including speaker and microphone placement, board programming & operation, and reading technical paperwork. May be taken for credit toward the Film and Media Studies major.

215 Stage Management**Spring****Tomscheck****3 credits**

This course will introduce students to the basic skills of a stage manager. These include communication, organization, collaboration, and Theater & 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.

218 Embodied Art Practice: An Introduction to Somatics**Not offered 2020-21****2 credits**

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, Theater, and visual arts, but open to students across campus. Outside reading and writing assignments are included. No dance experience is necessary.

225 Acting: Styles**Not offered 2020-21****4 credits**

How do we prepare and perform roles from plays set outside of our own time? Embracing research as a central tenant of our work, we will become familiar with acting in plays from different historical periods. By employing a variety of approaches to acting aimed at unlocking the meaning and power in verse and prose, we will become increasingly adept at memorizing and preparing on our own before entering the rehearsal room. *Prerequisite:* Theater and Dance 126 or consent of instructor.

230 Intermediate Modern Dance**Not offered 2020-21****1 credit**

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:* Theater and Dance 130 or consent of instructor.

231 Intermediate Ballet**Not offered 2020-21****1 credit**

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:* Theater and Dance 131, or previous formal training in classical ballet and consent of instructor.

234 Dance Composition**Spring****Archibald****4 credits**

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.

235 Theater: Medieval and Renaissance England and Early Modern Europe**Spring****Hope****4 credits**

This course is a survey of the literature and history of the theater of Medieval and Renaissance England and Early Modern Europe. Students will become aware of social, political, and religious attitudes and their influence on playwriting and play-going, as well as technological and scientific advancements and their impact on theater architecture, design, and technical practice. Students will work toward imagining play scripts coming to life in production, and they will seek connections and comparisons between texts from this period and contemporary playwriting, performance, and production trends with which we may be familiar. Dramatists to be studied may include Hrotsvit of Gandersheim, the Wakefield Master, Marlowe, Shakespeare, Jonson, Calderón, Molière, Racine, Aphra Behn, Sor Juana Inés de la Cruz, Catharine Trotter, and George Farquhar. Students who received credit for Theater and Dance 371 cannot receive credit for this course.

245 Foundations of Technical Production**Fall****Tomscheck****3 credits**

This course will introduce students to the basic principles, theories, and skills used in technical Theater production. Students will gain an understanding of the technical process in the fields of Theater 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 Theater production and the ability to analyze and budget basic technical needs of a Theater production.

246 Foundations of Design**Spring****Baker****3 credits**

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 Theater 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.

248 Production Practicum**Fall, Spring****Staff****1 credit**

Practical application of Theater production including, but not limited to, activities related to scenery, lighting, costumes, props and sound. Graded credit/no credit. Open to all students. May be repeated for credit. Course exempted from 18-credit per semester enrollment limitation. Activity credit limitation applies. *Prerequisite:* consent of instructor

249 Stage Properties: Design & Construction**Not offered 2020-21****3 credits**

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**Not offered 2020-21****4 credits**

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:* Theater and Dance 125 or consent of instructor.

269 Performance Ensemble**Not offered 2020-21****4 credits**

This course focuses on the practical application of performance techniques from Theater 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:* Theater and Dance 259.

277 Costume Construction Techniques**Not offered 2020-21****3 credits**

An introduction to Theater 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.

281, 282 Special Topics**1-4 credits**

Designed to permit close study of particular areas of Theater and Dance not covered in the regular curriculum. Any current offerings follow.

281 ST: Decoding the Dress: Costume and Fashion History in Modern Film**Spring****Baker****3 credits**

This course offers students a survey of key cinema costume designs and designers whose work has shaped modern aesthetic, characterization, and practice. Far from being mere accessories, costumes/clothing designed and worn are key elements in the construction of iconic cinematic identities. The course will examine links between the designs we see on screen and the theories that have constructed them; unifying the work of designer, performer, and director in crafting cinematic characters that become a part of modern mythology. Films may include *The Piano*, *The Age of Innocence*, *Single White Female*, *Goodfellas*, *Léon*, *Us*, *Boyz n The Hood*, *Mrs. Doubtfire*, and *Orlando* among others. May be taken for elective credit toward the Film and Media Studies major. Distribution area: fine arts or humanities.

300 Acting: Contemporary Scene Study**Not offered 2020-21****4 credits**

The course will develop the technical skills and the imaginative and intellectual facility required for in depth scene study. The focus of the course will be on issues of characterization, textual analysis, emotional depth, thorough preparation, and creative collaboration. Improvisation and other exercises will be employed in conjunction with scene work. The dramatic texts explored in the course will be drawn from the early 20th century to the present. Students will be expected to have had previous acting or performance experience. *Prerequisite*: one of the following courses: Theater and Dance 225, 259, or 269 or consent of instructor.

320 Directing for the Theater**Not offered 2020-21****4 credits**

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*: one of the following: Theater and Dance 225, 259, or 269, or consent of instructor.

325 Advanced Contemporary Dance**Spring****Archibald, de Grasse****1 credit**

This dance course uses an eclectic approach to emphasize individual artistry and performance technique. Through destabilizing hierarchies within dance training and investigating aesthetic values of different forms, we will increase the subtlety, generosity, and expansiveness an each individual's range in regards to phrasing, dynamic shifts, intention, and focus. Students will integrate their skills from various physical practices to find their own ways of inhabiting and elaborating technically challenging contemporary material. *Prerequisites*: Theater and Dance 130 or 230 or 231 or consent of instructor.

332 Rehearsal and Performance**Fall, Spring****Staff****1 credit**

Rehearsal and performance by students in major productions. Course exempted from 18-credit per semester 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.

340 Advanced Technical Production**3 credits**

Advanced Technical Production is a rotating topics course that will continue to explore the principles, theories and skills used in technical Theater productions introduced in Theater and Dance 245 and/or Theater and Dance 277. Students will develop their technical design abilities and study advanced construction techniques. May be repeated for credit.

Prerequisite: Theater and Dance 245, 277 or consent of instructor. Any offerings follow.

340 VT: Advanced Tech Production: Make Up Design**Fall****Baker****3 credits**

The theatrical process is about telling a story, and a makeup designer paints that story upon the body in color. The actor emotes through their body and face, but it is the makeup designer's task to enhance that emotion and help convey the character. This course will cover the research, design and creation of character, the various methods for applying stage makeup according to a design schematic, and will demonstrate through application various stage makeup designs including: corrective, aging, mimicry, historical, injury effects, animal and fantasy. The course will include prosthetics, advanced makeup effects, color theory, script research, and collaboration techniques; also prepares for work as assistant and/or full designer positions in departmental productions. *Prerequisite:* Students should have successfully completed at least one visual arts course in Theatre or Art or Film.

345 Lighting Design for the Theater**Fall****Schindler****4 credits**

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 Theater, 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:* Theater and Dance 246.

348 Advanced Play Production**Fall, Spring****Staff****1 credit**

This course is designed for students who are engaged on Theater productions that require an advanced level of knowledge, responsibility, and self-direction. These may include, but are not limited to, stage management, theatrical design, wardrobe supervision, props master, master electrician, scenic charge painter, or other positions as designated by the faculty. May be repeated for credit. *Prerequisite:* Theater and Dance 248 or previous experience.

357 Theory and Performance**Not offered 2020-21****4 credits**

What theories have inspired contemporary avant-garde Theater, installation and performance art, tanz-Theater, 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, Theater, 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 Theater**Not offered 2020-21****4 credits**

Live sound is one of the most powerful mediums in the Theater. 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 Theater. 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. *Prerequisite:* Theater and Dance 246.

366 Scenic Design for the Theater**Not offered 2020-21****4 credits**

Theater 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:* Theater and Dance 246 or consent of instructor.

367 Visual Design Techniques: Scenic Painting**Not offered 2020-21****4 credits**

This course focuses on developing the basic skills of theatrical rendering and scenic painting including drawing, painting, layout techniques and interpreting scale renderings into full scale scenic art. Previous drawing and painting experience is not required. Offered every sixth semester.

372 Theater: Modern Europe**Fall****Hope****4 credits**

This course is a survey of the literature and history of the theater of Modern Europe. Students primarily examine plays through the lens of the following movements: Naturalism, Realism, the Historical Avant-Garde, Modernism, and Postmodernism. Students will become aware of changes in social, political, and religious attitudes and the influence of these changes on the form and content of plays. Students will become aware of technological advances and their effects on theater design and technical practice. We will consider trends in acting, directing, audiences, and theory. We will seek to identify the influence of these movements and developments on contemporary theater practice. Dramatists and theorists to be studied may include Büchner, Zola, Ibsen, Jarry, Strindberg, Chekhov, Stanislavsky, Pirandello, Brecht, Genet, Artaud, Beckett, Esslin, Pinter, Müller, Churchill, Jameson, and Lehmann.

373 Theater: United States**Not offered 2020-21****4 credits**

This is a survey course of the literature and history of the theater of the United States. Students will become aware of social, political, and cultural attitudes and contexts, and the expression of these attitudes in the form and content of plays and play production. Students will become aware of a variety of impulses that have animated American theater in areas of playwriting, performance, and production. Students will seek to imagine the plays in their historical moment as well as in contemporary iterations. Writers may include Boucicault, Glaspell, O'Neill, Treadwell, Williams, Miller, Baraka/Jones, Valdez, Wilson, Hwang, Kushner, Fornés, Deavere Smith, Parks, Brustein.

377 Ancient Theater**Fall****Burgess****4 credits**

The origin and development of ancient Theater, 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 Theater**Not offered 2020-21****4 credits**

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:* Theater and Dance 246.

381-383 Special Topics**1-4 credits**

Designed to permit close study of particular areas of Theater and Dance not covered in the regular curriculum. Any current offerings follow.

381 ST: Performative Storytelling**Fall****Petit****4 credits**

The art of storytelling lies as much in how you tell the story as in what the story is. This course will look at the performative values involved in constructing narratives for a live event. We'll investigate what constitutes a story, look at various practitioners, and examine performative methods, construction, and articulation. Course work involves, acting, writing, and composing theatrical events. *Prerequisite:* Theater and Dance 125 or consent of instructor. Distribution area: fine arts, humanities.

381 ST: Audition Techniques**Spring****Petit****4 credits**

This course will offer students strategies and practice in auditioning technique. Each student will develop four audition-ready monologues (two contemporary and two classical), as well as a song and a movement piece. The course includes simulated auditions, script analysis, cold readings, and resume building. Prerequisite: THDN 125, or by consent of instructor. *Prerequisite:* Theater and Dance 125 or consent of instructor. Distribution area: fine arts.

382 ST: Hip Hop Culture

Spring

de Grasse

3 credits

Hip Hop Culture is taught from a dance perspective, and includes the context of West Coast street styles and their concomitant sub-cultures, including Popping, Animation, Krump, C-walk, and others. The course covers some basics of U.S. History/African American U.S. History, including: sharecropping; the Great Migration; conditions which contributed to the formation of the "ghettos" in the South Bronx neighborhood of New York City and the Watts, Compton neighborhoods of Los Angeles; as well as African-diasporic traditions, practices, and forms which persisted throughout that history, with emphasis on their 20th century and contemporary expression in the contrasting landscapes of Hip Hop culture and Hip Hop cultural production. May be taken for credit toward the Race and Ethnic Studies major or minor. Distribution areas: cultural pluralism or fine arts or humanities.

383 ST: Acting: Contemporary Scene Study

Spring

Petit

4 credits

The focus of the course will be on script analysis, characterization, emotional depth, thorough preparation, and creative collaboration translated into stage behavior. Improvisation and other exercises will be employed in conjunction with scene work. The plays chosen for the course will be drawn from the early 20th century to the present. *Prerequisite:* Theater and Dance 125 or consent of instructor. Distribution area: fine arts.

466 Director in the Theater II

Fall, Spring

Staff

4 credits

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 Theater, the Student One-Act Play Contest, a high school or community Theater, or another venue approved by the instructor. *Prerequisites:* Theater and Dance 320 and consent of instructor.

481, 482 Independent Study

Fall, Spring

Staff

1-4 credits

Readings or a project in Theater or Dance 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.

490 Senior Project

Fall, Spring

Staff

3 credits

Involves the development and execution of a project reflecting the student's primary area of Theater study. The student works closely with a faculty project advisor during the process. The final project is evaluated by that advisor and two other faculty members. This course is limited to and required of all senior Theater majors. *Prerequisites:* previous coursework in the area of study and department approval. May be taken during the first or second semester of the senior year.

498 Honors Thesis

Fall, Spring

Staff

3 credits

Preparation of undergraduate thesis. Required of and open only to senior honors candidates in Theater. *Prerequisite:* admission to honors candidacy.

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 2019.

Presidents of the College

| | |
|---|---|
| Alexander Jay Anderson, Ph.D., 1882-1891 | Louis Barnes Perry, Ph.D., LL.D., L.H.D., 1959-1967 |
| James Francis Eaton, D.D., 1891-1894 | Donald Henry Sheehan, Ph.D., Litt.D., 1968-1974 |
| Stephen Beasley Linnard Penrose, D.D., Litt. D., LL.D., 1894-1934 | Robert Allen Skotheim, Ph.D., LL.D., 1975-1988 |
| Rudolf Alexander Clemen, Ph.D., 1934-1936 | David Evans Maxwell, Ph.D., 1989-1993 |
| Walter Andrew Bratton, Sc.D., LL.D., 1936-1942 | Thomas E. Cronin, Ph.D., LL.D., L.H.D., 1993-2005 |
| Winslow Samuel Anderson, Sc.D., LL.D., 1942-1948 | George S. Bridges, Ph.D., 2005-2015 |
| Chester Collins Maxey, Ph.D., LL.D., L.H.D., 1948-1959 | Kathleen M. Murray, Mus.D., 2015-Present |

The Board of Trustees

The corporate concerns of Whitman College are vested in the Board of Trustees, consisting of up to 24 members who hold office for four-year periods. The board is empowered by charter to hold all properties and to exercise all powers, and is ultimately responsible for the governance of the college. For a list of members, see <https://www.whitman.edu/about/leadership-and-organization/board-of-trustees>.

Corporate Name

The corporate name of the institution is the Board of Trustees of Whitman College.

Alumni Association

The Whitman College Alumni Association is the organized body of the alumni of the college, and all graduates of the college are members of the association. Upon request, all persons who have attended the college one term or more and whose entering class has graduated may be placed on record as members of the association. The college has more than 17,700 living alumni.

A 15-member Board of Directors, elected regularly from among the alumni, directs the association's activities. 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, the W Club and the Student Engagement Center. Every year, approximately 30% of alumni support the college financially with a gift.

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 | Director of Alumni Relations |
| President of the Associated Students of Whitman College | Immediate Past President of the Alumni Board |

Academic Administration

| | |
|---|--|
| Provost and Dean of the Faculty, Alzada J. Tipton | Chair, Division of Social Sciences, Shampa Biswas |
| Associate Dean for Faculty Development, Helen K. Kim | Chair, Division of Humanities and Arts, Sharon A.M. Alker |
| Associate Dean for Academic Affairs, Kendra J. Golden | Chair, Division of Sciences and Mathematics, Kurt R. Hoffman |
| Chair of the Faculty, Barry A. Balof | |

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

M. Acuff (2007, 2013), Associate Professor of Art. B.A., Augustana College; M.A., M.F.A., University of Iowa.

Aarón G. Aguilar-Ramírez (2017, 2017), Assistant Professor of Hispanic Studies. B.A., Whitman College; Ph.D., Northwestern University

Sharon Alker (2004, 2018), Mary A. Denny Professor of English and General Studies. B.A., M.A., Simon Fraser University; Ph.D., University of British Columbia.

Susanne M. Altermann (2013, 2018), Senior Lecturer of Biology. B.A., B.A., Ph.D., University of California, Santa Cruz.

Jakobina K. Arch (2014, 2020), Associate Professor of History. B.A., Wellesley College; M.Sc., Dalhousie University, Halifax, Nova Scotia; A.M., Ph.D., Harvard University.

Renée E. Archibald (2013, 2019), Associate 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, 2020), Associate Professor of Psychology. B.A., Lewis and Clark College; M.A., Ph.D., Vanderbilt University.

Nicholas E. Bader (2006, 2017), Associate Professor of Geology. B.A., Earlham College; M.S., University of Arizona, Tucson; M.A., Ph.D., University of California.

Annaliese Baker (2019, 2019), Visiting Associate Professor of Theatre and Interim Costume Director. B.F.A., Montana State University; M.F.A., University of California, Irvine.

Barry Allen Balof (2003, 2018), Professor of Mathematics. B.A., Colorado College; M.A., Ph.D., Dartmouth College.

William H. Bares (2020, 2020), Associate Professor of Computer Science. B.S., University of Southwestern Louisiana; M.S., Ph.D., North Carolina State University.

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.

Dalia Rokhsana Biswas (2010, 2017), Associate Professor of Chemistry. B.S., Jahangirnagar University, Bangladesh; Ph.D., University of Montana.

Shampa Biswas (1999, 2013), Judge and Mrs. Timothy A. Paul Chair of Political Science and Professor of Politics. 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 and 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, 2017), Professor of Politics. B.A., Macalester College; M.A., Stanford University; Ph.D., University of California, Berkeley.

Nathan E. Boland (2012, 2019), Associate Professor of Chemistry. B.A., Colby College; Ph.D., Johns Hopkins University.

Matthew W. Bost (2016, 2016), Assistant Professor of Rhetoric, Writing and Public Discourse. B.A. Willamette University, M.A., Ph.D., University of Minnesota, Twin Cities.

Janis Be (2008, 2018), Professor of Hispanic Studies. 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.

- Miles W. Canaday** (2018, 2018), Assistant Professor of Music. B.A., Harvard College, M.M., Yale University; D.M.A., Eastman School of Music, University of Rochester.
- Julie A. Charlip** (1993, 2008), Professor of History. B.A., Rider College; M.A., Ph.D., University of California, Los Angeles.
- Kimberly C. Chandler** (2019), Director of Athletics, Department Chair and Senior Lecturer of Sports Studies. B.A., Ohio Northern University; M.E., Bowling Green State University.
- 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.
- Jonathan A. Collins** (2015, 2015), Assistant Professor of Chemistry. B.Sc., Allegheny College; Ph.D., Brock University, Canada.
- Arielle Marie Cooley** (2012, 2018), Associate Professor of Biology and Garrett Fellow. B.A., Pomona College; Ph.D., Duke University.
- Alissa A. Corder** (2013, 2019), Associate Professor of Sociology and Garrett Fellow. B.A., Bowdoin College; M.A. Ph.D. Brown University.
- Michael J. Coronado** (2017, 2017), Assistant Professor of Biology. B.S., University of California, Riverside; Ph.D., Johns Hopkins University.
- James Cotts** Visiting Instructor of Mathematics. A.B., Hope College; M.S. New Mexico State University.
- John David Cotts** (2004, 2017), Professor of History. B.A., Oberlin College; M.A., Ph.D., University of California, Berkeley.
- 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.
- Jan P. Crouter** (1985, 1990), Associate Professor of Economics. B.S., The Colorado College; M.S., Ph.D., University of Illinois.
- Arash Davari** (2016, 2016), Assistant Professor of Politics. B.A., University of California, Los Angeles; M.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.
- Sarah H. Davies** (2013, 2019), Associate Professor of History. B.A., Middlebury College; M.A., Ph.D., University of Texas, Austin;
- Janet L. N. Davis** (2015, 2015), Associate Professor and Microsoft Chair 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.
- Nancy F. Day** (2019, 2019), Assistant Professor of Psychology. B.A., Whitman College; Ph.D. University of Minnesota.
- Ellen J. Defossez** (2020, 2020), Assistant Professor of Rhetoric, Writing, and Public Discourse. B.S., Ohio University; M.A., University of Illinois, Chicago; Ph.D., University of Pittsburgh.
- Peter de Grasse** (2012, 2019), Senior Lecturer of Dance. B.F.A., Juilliard School; M.F.A., Jacksonville 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.
- 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, 2018), Spencer F. Baird Professor of Biology. B.S., B.A., Ph.D., University of California, Berkeley; M.S., University of California, Davis.
- Amy Dodds** (2002, 2018), Senior Lecturer of Music. B.A., Walla Walla College; M.A., D.M.A., Claremont Graduate University.
- Brian R. Dott** (2002, 2006), Associate Professor of History. B.A., University of Minnesota; M.A., University of Michigan; Ph.D., University of Pittsburgh.
- Timothy J. Doyle** (2012, 2017), Senior Adjunct Instructor of General Studies. B.A., Reed College, M.A. University of California, Los Angeles.
- Frank M. Dunnivant** (1999, 2013), Professor of Chemistry. B.S., Auburn University; M.S., Ph.D., Clemson University.
- John W. Eckel** (2010, 2016), 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 Statistics. B.S., University of Redlands; M.S., Ph.D., Colorado State University.
- Robert Scott Elliott** (2004, 2018), Professor of English. B.A., Vanderbilt; M.A., University of Colorado, Boulder; M.F.A., Columbia University.
- Tarik A. Elseewi** (2014, 2014), Assistant Professor of Film and Media Studies. B.A., University of California, Santa Cruz; M. A., Ph.D., University of Texas, Austin.
- Michelle K. Ferenz** (2001, 2009), Senior Lecturer of Sport Studies and 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.
- Kathryn M. Frank** (2019, 2019), Assistant Professor of Film and Media Studies. B.A., Stanford University; Ph.D., University of Michigan, Ann Arbor.
- Patrick R. Frierson** (2001, 2018), Professor of Philosophy. B.A., Williams College; M.A., Ph.D., University of Notre Dame.

- Gary Lee Gemberling** (2012, 2018), Lecturer 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, 2018), Associate 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.
- Matthew T. Gougherty** (2019, 2019), Visiting Assistant Professor of Sociology. B.A., University of Michigan; M.A., Ph.D., Indiana University
- Moirá I. Gresham** (2011, 2018), Nathaniel Shipman Associate 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.
- Michele Hanford** (2004, 2018), Senior Adjunct Instructor of Sport Studies.
- 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, 2017), Senior Lecturer of Chemistry. B.A., Walla Walla College; M.A., Antioch University.
- Denise J. Hazlett** (1992, 2018), Hollon Parker Professor of Economics and Business. B.A., Grinnell College; Ph.D., University of Minnesota.
- Donghui He** (2008, 2015), Associate Professor of Asian and Middle Eastern Studies, Chinese. B.A., M.A., Hebei University, China; Ph.D., University of British Columbia, Canada.
- John Hein** (2008, 2017), Senior Lecturer of Sport Studies and Head Women's Tennis Coach. B.A., University of California, Santa Cruz; M.S., California State University, Chico.
- Mark P. Hendricks** (2018, 2018), Assistant Professor of Chemistry. B.S., Harvey Mudd College; M.A., M.Phil., Ph.D., Columbia University.
- 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.
- Laura L. Hope** (2020, 2020), Associate Professor of Theatre and Dance. B.F.A., University of Colorado, Boulder; M.A., San Francisco State University; Ph.D., University of California, Davis.
- 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 French and Francophone Studies. 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 German Studies and Philosophy. B.A., Whitman College; M.A., Ph.D., DePaul University.
- John R. "Jack" Iverson** (2004, 2018), Professor of French and Francophone Studies. B.A., St. Olaf College; M.A., Ph.D., University of Chicago.
- Jack E. Jackson** (2013, 2020), Associate 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, 2018), Raymond and Elsie DeBurgh Chair of Social Sciences and 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, 2017), Paul Pigott and William M. Allen Associate Professor of Ethics. B.A., Franklin and Marshall College; Ph.D., University of Arizona.
- Hitomi Johnson** (2004, 2019), Senior Adjunct Instructor of Asian and Middle Eastern Studies, Japanese. B.S., Walla Walla College.

- Emily E. Jones** (2013, 2020), Associate Professor of German Studies and Environmental Humanities. B.A., Smith College; Ph.D., Harvard University.
- Douglas Henry Juers** (2003, 2018), Carl E. Peterson Endowed Chair of Sciences and Professor of Physics. 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.
- 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.
- David H. Kim** (2013, 2018), Associate 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, 2019), Associate Dean for Faculty Development (2019-); Professor of Sociology. Interim Vice President for Diversity and Inclusion (2018-2019). B.A., University of California; M.A., University of Chicago; M.S.W., Ph.D., University of Michigan.
- 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.
- 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.
- John T. Leverso** (2020, 2020), Instructor of Sociology. B.A., University of Illinois, Chicago; M.A., University of Washington.
- 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.
- Camilo E. Lund-Montaña** (2020, 2020), Assistant Professor of History. B.A., Universidad Nacional Autónoma de México; M.A., New School for Social Research; Ph.D., University of California, Berkeley.
- Paul Luongo** (2012, 2018), Associate Professor of Music and Garrett Fellow. B.M.E., Stetson University; M.M., M.M.; Ph.D., Florida State University.
- Maria C. Lux** (2016, 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.
- Gaurav Majumdar** (2005, 2011), Associate Professor of English. B.A., University of Delhi; M.A., University of Rochester; Ph.D., New York University.
- Sai Madhurika Mamunuru** (2020, 2020), Instructor of Economics. M.A., University of Hyderabad, India.
- Marian Manic** (2016, 2016), Assistant Professor of Economics. B.A., Academy of Economic Studies, Moldova; M.B.A., Ph.D., University of South Carolina.
- Lydia M. McDermott** (2013, 2018), Associate Professor of Composition in General Studies and Director of the Center for Writing and Speaking. 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.
- Chanel K. Meyers** (2020, 2020), Assistant Professor of Psychology. B.S., Western Oregon University; Ph.D., University of Hawaii, Manoa.
- Stephen W. Michael** (2016, 2020), Senior Lecturer of Psychology. B.A., Elon University; M.A., Ph.D., University of Texas, El Paso.
- Elizabeth M. Miller** (2014, 2019), Senior Adjunct Assistant Professor of General Studies and Art History and Visual Cultural Studies. B.A., Free University of Brussels, Belgium; M.St., D. Phil., University of Oxford, U.K.
- Gilbert Felipe Mireles, Jr.** (2003, 2013), Associate Professor of Sociology. B.A., Swarthmore College; M.A., M. Phil., Ph.D., Yale University.
- Amy Molitor** (1994, 2016), 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.
- Ray ‘Skip’ Molitor** (1994, 2018), Senior Lecturer of Sport Studies and Head Men’s and Women’s Golf Coach; Assistant Director of Athletics. B.A., M.A., Gonzaga University.
- Frederick G. Moore** (1991, 2005), Professor of Physics. B.A., Lewis and Clark College; Ph.D., Oregon Graduate Center.
- Suzanne Elizabeth Morrissey** (2008, 2014), Associate Professor of Anthropology and Gender Studies. B.A., State University of New York; M.A., Ph.D., Syracuse University.
- Britney L. Moss** (2015, 2015), Assistant Professor of Biology, Biochemistry, Biophysics and Molecular Biology. B.S., Montana State University; Ph.D., Washington University in St. Louis.
- Walaa K. Mousa** (2020, 2020), Assistant Professor of Biology. B.S., M.S., Mansoura University, Egypt; Ph.D., University of Guelph, Canada.
- Rose M. Mueller** (2018, 2018), Assistant Professor of Economics. B.S., B.S., North Central College; M.S., Ph.D., University of Oregon.
- 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 and Head Men's Tennis Coach. B.A., Whitman College; M.S., Boise State University.
- Lauren E. Osborne** (2014, 2020), Associate Professor of Religion. B.A., B.Mus., Lawrence University; A.M., Ph.D., University of Chicago.
- Erin Elizabeth Pahlke** (2012, 2018), Associate 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, 2019), Associate Professor of Hispanic Studies. B.A., Westmont College; M.A., University of California, Irvine. Ph.D., University of Minnesota.
- Kaitlyn Patia** (2016, 2020), Assistant Professor of Rhetoric, Writing and Public Discourse. B.A., Northwestern University; M.A., Ph.D., 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.
- 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, 2018), Professor of Theatre. B.F.A., Rutgers University; M.F.A., Columbia University.
- Nicole S. Pietrantonio** (2012, 2017), Associate Professor of Art. B.S., Vanderbilt University; M.A., M.F.A., University of Iowa.
- 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, 2017), Professor of Anthropology and Race and Ethnic 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, 2016), Assistant Professor of Statistics. B.S., Kharkiv Polytechnic Institute, Ukraine; M.S., Texas Tech University; Ph.D., University of Nebraska-Lincoln.
- Jason D. Ralston** (2020, 2020), Assistant Professor of Economics. B.S., University of Kansas; Ph.D., University of California, Irvine.
- Mary L. Raschko** (2014, 2019), Associate 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.
- Adeline P. Rother** (2014, 2019), Senior Adjunct Assistant Professor of General Studies and Composition. B.A., Lewis and Clark College; M.A., Cornell University; M.A., Paris-VIII University, France; Ph.D., Cornell University.
- James E. Russo** (1989, 1995), Associate Professor of Biochemistry, Biophysics, and Molecular Biology. B.A., Illinois Wesleyan University; Ph.D., Johns Hopkins University.
- Alvaro Santana-Acuña** (2015, 2015), 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, 2017), Nancy Bell Evans Associate 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. Lewellyn Schlegel** (2013, 2020), Associate Professor of English. B.S., Texas Christian University; M.S., University of Montana; M.F.A., University of Iowa.
- Robert Schlegel** (2012, 2019), Senior Adjunct Assistant Professor of General Studies and Composition. B.A., Linfield; M.A. University of Montana.
- 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, 2018), Mina Schwabacher Professor of Mathematics. B.S., Pennsylvania State University; M.A., Ph.D., University of Kentucky.
- Daniel J. Schultz** (2019, 2019), Visiting Assistant Professor of Religion. B.A., SUNY, Geneseo; M.A.R., Yale Divinity School; M.A., Fondazione San Carlo, Modena, Italy; Ph.D., University of Chicago.
- Vivian Elyse Semerdjian** (2003, 2019), Professor of History. B.A., Albion College; M.A., University of Michigan; Ph.D., Georgetown University.

- Özge Serin** (2018, 2018), Visiting Assistant Professor of Politics. B.A., University of Chicago; M.A., Bogazici University, Istanbul, Turkey; M. Phil., Ph.D., Columbia 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, 2019), Associate Professor of Environmental Humanities and Classics. B.A., University of Oregon; Ph.D., Rutgers State University.
- Brien R. Sheedy** (2001, 2018), Senior Adjunct Instructor of Sport Studies. B.S., State University of New York, Syracuse; M.A., University of Texas, Austin.
- Scott Shields** (1994, 2009), Senior Lecturer of Sport Studies and Head Cross Country Coach. B.A., Whitman College; M.E., Walla Walla College.
- Yukiko Shigeto** (2010, 2016), Associate Professor of Asian and Middle Eastern Studies, Japanese. B.A., Central Washington University; M.A., University of Oregon; Ph.D., University of Washington.
- Robert Charles Sickels** (1999, 2018), Alma Meisnest Chair of Humanities and Professor of Film and Media Studies. B.A., M.A., California State University, Chico; Ph.D., University of Nevada, Reno.
- Nicole Simek** (2005, 2019), Cushing Eells Professor of Philosophy and Literature; Professor of French and Francophone Studies 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.
- Michael Simon** (2012, 2017), Senior Adjunct Instructor of Music. B.A., Whitman College.
- 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, 2018), Grace F. Phillips 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.
- Johanna Stoberock** (2010, 2015), Senior Adjunct Assistant Professor of General Studies. B.A., Wesleyan University; M.F.A., University of Washington.
- Jessica S. Sutter** (2020, 2020), B.A., Whitman College.
- John C. Stratton** (2016, 2016), Assistant Professor of Computer Science. B.S., M.S., Ph.D., University of Illinois, Urbana-Champaign.
- Akira Ronald Takemoto** (1983, 1989), Assistant Professor of Asian and Middle Eastern Studies, Japanese. B.B., University of California at Irvine; M.A., Ryukoku University and Stanford University.
- Richard J. A. Talbert** (2020, 2020), Edward F. Arnold Visiting Professor of Classics. B.A., Corpus Christi College, Cambridge; M.A., Ph.D., Cambridge; Litt.D., Cambridge, U.K.
- 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, 2016), Visiting Assistant Professor of Environmental Studies and Politics. 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, 2018), Associate Professor of Art History and Visual Culture Studies and Garrett Fellow. B.A., McGill University; M.A., Concordia University; M.A., Ph.D., University of Rochester.
- 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, 2020), Associate Professor of Hispanic Studies. 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.
- Victor Villanueva** (2020, 2020), Edward F. Arnold Visiting Professor of Composition and Rhetoric. B.A., M.A., Ph.D., University of Washington.
- 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.
- 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.

Xiaobo Yuan (2019, 2019), Assistant Professor of Anthropology and Religion. B.A., Johns Hopkins University; M.A., Ph.D., University of Chicago.

Mark Zajac (2018, 2018), Visiting Assistant Professor of Physics. B.Sc., McMaster University, Ontario, Canada; Ph.D., University of Notre Dame.

Zahi Zalloua (2003, 2018), Cushing Eells Professor of Philosophy and Literature; Professor of French and Francophone Studies and Interdisciplinary Studies. B.A., M.A., M.A., San Diego State University; Ph.D., Princeton University.

Wencui Zhao, (2006, 2020), Senior Instructor of Asian and Middle Eastern Studies, Chinese. B.A., Peking University, China; M.A., Yunnan University

Wenqing Zhao (2017, 2017), Assistant Professor of Philosophy. B.A., Hong Kong Baptist University; Ph.D., City University of Hong Kong.

Adjunct Faculty

Amy Blau, Adjunct Assistant Professor of Library Science. B.A., Haverford College; M.A., Ph.D., University of Illinois-Urbana-Champaign; M.S.I., University of Michigan.

Eric Bridgeland, Lecturer of Sport Studies and Head Men's Basketball Coach. B.A., University of Manitoba, Canada.

Julie Anne Carter, Adjunct Assistant Professor of Library Science. M.S., Mars Hill College; M.L.I.S., University of South Carolina.

Jennifer M. Cedeño, Adjunct Instructor of Sport Studies. B.A., Saint Peters College.

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, Senior Adjunct Instructor of Sport Studies. B.S., University of Tennessee.

Chetna Chopra, Adjunct Assistant Professor of General Studies. B.A., University of Delhi; M.S., Boston University; M.F.A., Warren Wilson College.

Laura Cummings, Adjunct Instructor of Sport Studies. B.A., B.M., University of Washington.

John David Earnest, Adjunct Assistant Professor of Music. B.M., M.M., University of Texas at Austin.

Nancy Forsthoefel, Adjunct Instructor of Biology. B.A., University of Louisville; M.A., University of Arizona.

Matthew D. Helm, Lecturer of Sports Studies and Head Women's Volleyball Coach. B.S., University of LaVerne, M.Ed. University of LaVerne

Lee Keene, Adjunct Assistant Professor of Library Science. B.A., University of California, San Diego; M.S., University of Texas, Austin.

Allison Keppel, Adjunct Instructor of Sport Studies. B.A., University of Washington.

Brian T. Kitamura, Adjunct Instructor of Sport Studies and Head Baseball Coach. B.A., Whitman College.

Kirkland G. Lewis, Instructor of Sport Studies and Head Women's Lacrosse Coach. B.S., Old Dominion University; M.A., Delaware State 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.

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.

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.

Emily Sibley, Adjunct Assistant Professor of General Studies. B.A., Wellesley College; M.Phil., University of Oxford; M.A., New York University.

Rebecca T. Thorpe, Adjunct Instructor of Sport Studies. B.A., Gonzaga University; M.A., University of Nevada.

Michelle M. Voiland, Instructor of Sport Studies and Head Women's Soccer Coach. B.A., University of Portland.

Devon C. Wootten, Adjunct Assistant Professor of General Studies. B.A., University of North Texas, M.F.A., University of Montana-Missoula.

Studio Music Instructors

Clark Bondy

Gary Hemenway

Lori Parnicky

Sally Singer

Laura Curtis

JJ Gregg

Lyn Ritz

Chelsea Spence

Pablo Izquierdo

Michael LeFevre

Rebekah Schaub

Maya Takemoto

Roger Garcia

Phil Lynch

Kraig Scott

Diane Gray-Chamberlain

Spencer Martin

Michael Simon

Robyn Newton

Faculty and Staff Emeriti

- Larry Ray Anderson** (1968, 2008), Professor of Mathematics, Emeritus. B.S., Lewis and Clark College; A.M., Ph.D., Case Western Reserve University.
- Susan Babilon** (1995, 2009), Senior Adjunct Assistant Professor of Foreign Languages and Literatures (German Studies), Emerita. B.A., University of South Florida; M.A., Ph.D., City University of New York.
- William C. Bogard** (1987, 2000), DeBurgh Chair of Social Sciences and Professor of Sociology, Emeritus. B.A., M.A., Ph.D., Colorado State 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 Foreign Languages and Literatures (Spanish), Emerita. B.A., University of Washington; M.A., New York University.
- Charles Cleveland** (1985, 1994), Dean of Students (1994-2017) and Instructor of Sociology, Emeritus. B.S., M.A., Arizona State University.
- Clark Andrews Colahan** (1983, 2011), Anderson Professor of Humanities and Professor of Foreign Languages and Literatures, (Spanish), 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 (French), 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.
- Keith Farrington** (1977, 2020), Laura and Carl Peterson Endowed Chair of Social Sciences and Professor of Sociology, Emeritus. B.A., Bates College; M.A., Ph.D., University of New Hampshire.
- 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.
- 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.
- 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 (French), 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.
- Timothy V. Kaufman-Osborn** (1982, 2019), Baker Ferguson Chair of Politics and Leadership, Emeritus. 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.
- Victor Hugo Keiser, Jr.** (1966, 1992), Professor of Mathematics, Emeritus. A.B., Lawrence College; A.M., Ph.D., University of Colorado.
- Bruce A. Magnusson** (1997, 2020), Associate Professor of Politics, Emeritus. B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Wisconsin.
- 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.
- Mary Anne O'Neil** (1977, 2012), Professor of Foreign Languages and Literatures (French), 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.
- Susan E. Pickett** (1981, 1996), Catharine Gould Chism Endowed Chair of Music, Emerita. A.B., Occidental College; M.M., Indiana University; Ph.D., Texas Tech 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.
- Lee David Thompson** (1987, 2016), Professor of Music, Emeritus. B.M., M.M., Baylor University; D.M.A., University of Cincinnati.
- James S. Todd** (1961, 1997), Professor of Chemistry, Emeritus. B.A., Pomona College; Ph.D., University of Rochester.
- J. Patrick Tyson** (1965, 2002), Mary A. Denny Professor of English, Emeritus. B.A., Texas Technological College; M.A., Texas Christian University; Ph.D., Tulane University.
- Douglas Haines Underwood** (1958, 2002), Alexander Jay Anderson Professor of Mathematics and Computer Science, Emeritus. B.S., Case Western Reserve University; M.A., University of California; Ph.D., University of Wisconsin.
- 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 (Spanish), 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.
- Walter E. Wyman, Jr.** (1982, 1996), Weyerhaeuser Professor of Biblical Literature and Professor of Religion, Emeritus. 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, Emeritus. B.S., California Institute of Technology; Ph.D., Scripps Institution of Oceanography, University of California at San Diego.

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 **Darrell W. and Katherine Jane Baggs Chair in Economics**, was established by Darrell Baggs '67, economics major, to provide support for faculty in the economics department.

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 mathematics.

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 **Linda King Brewer Sociology Professorship** was initiated in 2018 by Linda King Brewer '66, a sociology major at Whitman, to support the faculty of the sociology department.

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 **Nancy Bell Evans Professorship of Music** was funded in 2018 by Nancy Bell Evans '54 and her husband, former Washington State Governor and United States Senator Daniel J. Evans, to support distinguished teaching in Nancy's Whitman major.

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 **Stephen F. Meyer Professorship of Physics** received initial funding in 2016 from Stephen F. Meyer '69

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 Theater 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 Theater students with as broad an experience in the Theater arts as possible by introducing them to veterans of the Theater.

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 Visiting Writers Reading Series**, the lectureship also makes possible the faculty **Visiting Educator Program**.

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 R. 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 R. 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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