



# WHITMAN COLLEGE

## THE CATALOG 2022-2023

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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 2022. Periodic revisions are made to the catalog at [www.whitman.edu/academics/catalog](http://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:** 1,560. Coeducational, representing 47 states, one U.S. Territories, and 34 countries. Approximately two-thirds of Whitman students live on campus.

**Faculty:** Ninety-eight 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:** 9.4 to 1.

**Majors and Combined Plans:** Fifty- six 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 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, Cambodia, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, England, France, Germany, Greece, Hungary, India, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Nepal, Netherlands, New Zealand, Panama, Scotland, Serbia, South Africa, South Korea, Spain, Sweden, Switzerland, Tanzania, Turks and Caicos, as well as US-based programs in Washington, D.C., Woods Hole, MA., 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 Helen Kim, Associate Dean for Academic Affairs ([kimh2@whitman.edu](mailto:kimh2@whitman.edu), 509-527-5187). 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](http://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:** 30 percent of alumni made gifts to support the college during the previous academic year, placing Whitman among the leading colleges and universities in this category. Gifts to The Whitman Fund make an immediate impact on the college's areas of highest need and provide extraordinary experiences for students each year.

**Financial Strength:** Market value of endowment and outside trusts is more than \$840 million, as of June 30, 2021.

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

**Cost:** In 2022-23 \$58,200 for tuition, \$14,220 for room and board.

# The 2022-2023 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, 2022

|                       |  |
|-----------------------|--|
| August 30, Tuesday    | Fall semester classes begin.   |
| September 9, Friday   | Last day to add classes.   |
| October 6-7           | October Break  |
| October 12, Wednesday | Last day to drop from classes or the college without record.                                 |
| November 3, Thursday  | Preregistration period for the Spring semester 2023.   |
| November 4, Friday    | Final day to withdraw from classes or the college with W grades.                             |
| December 9, Friday    | Last day of classes, fall semester. Honors theses due in library for Fall thesis candidates. |
| December 12-16        | Final examination period.  |
| December 16, Friday   | Fall semester ends.  |

## Spring Semester, 2023

|                       |  |
|-----------------------|--|
| January 17, Tuesday   | Spring semester classes begin.   |
| January 27, Friday    | Last day to add classes; Last day to submit Pay-per-credit application.                              |
| February 20, Monday   | President's Day; no classes.   |
| February 23, Thursday | Power and Privilege Symposium; no classes.   |
| February 24, Friday   | Last day to drop from classes or the college without record.   |
| March 13-24           | Spring Break   |
| April 7, Friday       | Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period. |
| April 21, Friday      | Preregistration period for the Fall semester 2023.   |
| May 8, Monday         | Last day of classes, Spring semester.  |
| May 9-10              | Reading days; no classes.  |
| May 10, Wednesday     | Honors theses due in library for Spring thesis candidates.   |
| May 11-16             | Final examination period.  |
| May 16, Tuesday       | Spring semester ends.  |
| May 21, 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.*

## Whitman College 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 non-recyclable 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 National Science Foundation, National Institutes of Health, National Endowment for the Humanities, M.J. Murdock Trust, American Chemical Society, U.S. Fulbright Program, Humanities Washington, and other agencies.

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. 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 20 percent of their high school graduating 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 take and excel in advanced level courses.

Whitman College is committed to providing access to an affordable education for as many admitted students as possible. More than half of current students demonstrate financial need and approximately 90 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 10 for Early Decision applicants; January 15 for Regular Decision first-year candidates; and March 1 for Regular Decision transfer applicants. 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: by December 20 for Early Decision I, February 10 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 by December 1.

## Early Decision

### ***First-Year Candidates***

Early Decision is an option for candidates who have selected Whitman as a top choice college. Some students reach this decision early in the college search process. Others take more time to consider a variety of colleges. Whitman, therefore, conducts the Early Decision process in two rounds. The first-round deadline is November 15; the second-round deadline is January 10. Candidates who are admitted Early Decision agree to withdraw their applications from other colleges and universities and notify them of their intention to attend Whitman.

## Applications for Admission

Whitman participates with a national group of more than 1,000 colleges that encourages the use of the Common App. The purpose of a Common App is to reduce repetition in completing forms when filing applications to several selective colleges. A student may pay application fees and submit the Common App 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.

- VI. Early Decision applicants must submit their *Early Decision Agreement*, which 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 payment deadlines are below:

- Early Decision I candidates January 15
- Early Decision II candidates February 15
- Regular Decision First-Year admission candidates by May 1, the National Candidates Reply Date
- Fall semester transfer students May 20
- Spring semester transfer students 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.

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 forfeited 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 Washington State Achievement Council State Approving Agency for Veteran's Education and Training 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 GI 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

**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 .....                        | \$58,200 |
| ASWC (student association).....      | \$422    |
| Board (Meal Plan 2) .....            | \$7,960  |
| Room (standard rate) .....           | \$6,260  |
| 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 \$74,242 a year.

## Payment of Charges

Charges are due and payable prior to the beginning of each semester; mid-August for the fall semester and mid-January for the spring semester. Charges must be paid in full or arrangements completed for a deferred payment plan before each semester.

**Full Payment:** All charges, net of financial aid, must be paid by cash or check to the Business Office. Additionally, an online electronic payment option is available at <https://webapp2.whitman.edu/opay> for credit card or electronic checks. Please see the Business Office Student Accounts website, [whit.mn/stuacct](http://whit.mn/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. Our payment plan calculator at [whit.mn/ppcalc](http://whit.mn/ppcalc) can give you an idea of what your four equal payments per semester will be. For more information, contact the Business Office — Student Accounts at [StuAcct@whitman.edu](mailto:StuAcct@whitman.edu).

**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. Registration in classes for upcoming semesters 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): .....   | \$29,100 |
| Special tuition (per credit, up to 8 credits per semester): .....  | \$2,425  |
| <i>Note:</i> This does not provide for regular student programs, course fees, etc. (see “Special students” and “Nondegree-seeking students” under <i>Classification of Students</i> ). |          |
| Auditor’s tuition; per credit: .....   | \$1,213  |
| Certification Candidates   |          |
| 1-10 credit, semester.....   | \$8,730  |
| Each credit over 10, per credit.....   | \$2,425  |

## 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 104: .....  | \$50   |
| Art 103, 108, 111, 167, 267, 367: .....   | \$120  |
| Art 114, 125, 225, 325: .....   | \$175  |
| Art 105, 106, 107, 113, 130, 160, 170, 230, 260, 270, 314, 330, 360, 370: .....   | \$150  |
| Art 109: .....  | \$135  |
| Art 115, 215, 315, 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 125,126: .....  | \$37.50  |
| 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, *: .....  | maximum \$20   |
| Geology 158, 358, per semester: .....   | maximum \$75   |
| Geology 258, 480: .....   | variable depending on location, scholarships possibly available    |
| Geology 270: .....  | maximum \$50   |
| 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: .....   | \$425  |
| Sport Studies, Recreation and Athletics 115, per semester: .....  | \$340  |
| Sport Studies, Recreation and Athletics 117, 217, per semester: .....   | \$100  |
| Sport Studies, Recreation and Athletics 119, 300, per semester: .....   | \$120  |
| Sport Studies, Recreation and Athletics 127, 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, 141, per semester: .....   | \$185  |
| Sport Studies, Recreation and Athletics 142, per semester: .....  | \$140  |
| 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 240, per semester: ..... | \$275                          |
| Sport Studies, Recreation and Athletics 242, per semester: ..... | \$700                          |
| Sport Studies, Recreation and Athletics 244, per semester: ..... | \$325                          |
| Sport Studies, Recreation and Athletics 248, per semester: ..... | \$220                          |
| Sport Studies, Recreation and Athletics 250, per semester: ..... | \$225                          |
| Sport Studies, Recreation and Athletics 267, per semester: ..... | \$25                           |
| Sport Studies, Recreation and Athletics 331 per semester: .....  | \$575                          |
| 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 applied music course is \$400 per semester; weekly 60 minute applied music courses are \$800 per semester.

The applied music fee pertains to all students taking applied music courses. 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 courses are held on college holidays and during recesses, and no makeup schedules are provided for schedules which include holidays and recesses. The only acceptable reason for course cancellation is illness; in such cases the instructor makes up half of the courses missed without additional charge.

### **Resident Meal Plans**

Whitman College partners with Bon Appétit to manage campus food service. Bon Appétit'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**

**\$3,680 cost per semester**

**(Purchasing power \$1,790 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**

**\$3,980 cost per semester****(Purchasing power \$2,190 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****\$4,280 cost per semester****(Purchasing power \$2,690 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    |
| <b>Meal Plan 2</b> | <b>Base Plan (best for most students)</b> | <b>\$3,980</b> | <b>2,190 flex dollars</b> |
| 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](http://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](http://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](http://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: ..... | \$3,130 |
| Single room rate in any residence hall, per semester: .....                          | \$3,950 |
| Room rate in College House each student, per semester: .....                         | \$3,614 |

Premium Rooms: When available, students may select double rooms as singles. When this occurs, the student will be charged \$150 above the single room rate. If the college finds it necessary to use the additional space in such a room, the student will be refunded, on a prorated basis, any charges above the standard room rate.

## Deposits and Application Fees

Application Fee (see *Admission Credentials*): Due when application is made and nonrefundable. ....\$50

Enrollment Deposit (see *Admission Provisions*): 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): .....

## Health Center Fees (see *Welty Center - Health Services*)

There is no charge to students seeking basic medical 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: \$211

## 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](http://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. They have 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               |
| <b>Total:</b>                              | <b><u>\$9,250</u></b> |
| Refunded to federal programs:              | <b><u>\$4,440</u></b> |
| (\$9,250 x 48%)                            |                       |
| Direct Unsubsidized Loan:                  | \$1,000               |
| Direct Subsidized Loan:                    | \$2,250               |
| Direct PLUS Loan                           | \$1,190               |
| <b>Total refunded to federal programs:</b> | <b><u>\$4,440</u></b> |

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 student began attendance in all the enrolled classes for which the Washington College Grant and/or College Bound Scholarship were calculated, no adjustment to the State aid is required and counts as a semester of eligibility utilized. However, failure to complete all of the courses for which State aid was based upon may impact Satisfactory Academic Progress for the semester in question and the student may be placed on financial aid probation for the following semester.

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 regardless of financial need. We also offer generous need-based scholarships.

Over 91% of students receive financial aid, with an average need-based aid package of more than \$52,833. 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 \$20,000 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 domestic 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. International applicants are no longer required to complete the CSS Profile, and instead must complete our internal Whitman International Student Financial Aid Application (WISFAA), for which there is no submission fee. 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 earn credits from Running Start (either Washington's Running Start or a similar program from another state) will transfer no more than 14 Running Start credits and be considered first-year students for purposes of financial aid eligibility 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). At the end of their first term of enrollment, students may notify the Registrar and Financial Aid that they wish to add the remainder of the Running Start credits to their academic record.

## Filing Deadlines

Students should file the CSS Profile/FAFSA/WISFAA 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 domestic students who wish to apply for Whitman Need-Based Scholarship):***

- The CSS Profile must be submitted online at [cssprofile.collegeboard.org](https://cssprofile.collegeboard.org)
- Early Decision I candidates by November 15



- Spring Semester Transfer candidates by November 1
- Early Decision II candidates by January 10
- 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 domestic students who wish to apply for Federal and State Aid):***

- Students may file the FAFSA as early as October 1 but it should be submitted no later than, the deadline to submit the CSS Profile.
- The FAFSA should be submitted online at [www.fafsa.ed.gov](http://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**.

### ***WISFAA (beginning 2022-23 school year for new International students who wish to apply for Whitman Need-Based Scholarship):***

- The WISFAA must be submitted online at <https://engage.whitman.edu/register/wisfaa>
- Early Decision I candidates by November 15
- Spring Semester Transfer candidates by November 1
- Early Decision II candidates by January 10
- Regular Decision candidates by January 15
- Fall semester Transfer candidates by March 1

### ***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 their 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 66.67 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, they 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 2021, new subsidized and unsubsidized Direct Loans will have a fixed interest rate of 3.73 percent and 6.28 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 them to receive financial assistance when needed and to pay some of the cost of the education at a time when they are 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 Career and Community Engagement Center’s website at <https://www.whitman.edu/after-whitman/career-and-community-engagement-center>

## Named Scholarship Funds

Thanks to the generous support of Whitman alumni and friends, the college awards more than \$31 million annually in scholarship assistance to its students. Scholarship funds are provided from both named endowments and annual contributions. Scholarship awards are based on financial need and/or merit. In the fall of each academic year, students are notified of the specific funds from which their scholarships are drawn. Named scholarship funds are listed below:

|   |   |  |
|---|---|--|
| 10th Reunion                                      | George Hudson Ball                          | Boyce Family – Premedical                    |
| 25th Reunion                                      | Nancy Cronon Ball                           | Arthur Boyer                                 |
| 40th Reunion                                      | Robert S. Ball                              | Stephen J. Boyles                            |
| 50th Reunion                                      | Robert S. and Julia Sims Ball Family        | Emma Jane Kirsch Brattain – Music            |
| Terry Abeyta – Hispanic                           | Dorothy Fiala Beaupré – Drama               | Robert Bratton – Olympia High School         |
| Thomas R. Adkison                                 | David Beegle – Environmental Studies        | Robert H. and Mary Reed Brome – Senior Women |
| E. Alden  | Peter G. Behr                               | Lorraine G. Bronson                          |
| Judge David H. Allard                             | Lilith J. Bell and Nancy Bell Evans – Music | Broughton                                    |
| Mildred Ebrel Allison                             | Henry Bendix – Music                        | James A. and Mary Ellen Gowing               |
| Alumni Fund                                       | Donald L. and Anne A. Bentley – Math        | Broughton – Music                            |
| Ames Family, Professor Todd and Professor Walters | Sheila Berger-3/2 Engineering               | Brown and Coleman Family                     |
| William C. and Jessie Robbins Ammon               | Erma Jo and Wade Bergevin                   | John S. Browning, Sr.                        |
| Alexander Jay Anderson                            | Erik E. and Edith H. Bergstrom              | Broze  |
| Charles E. and Margery B. Anderson                | Foundation                                  | Robert and Lynn Brunton Family               |
| Gordon Shaw Anderson                              | William E. Berney – Drama                   | Andrew Mykle Budenz                          |
| Louisa Phelps Anderson                            | Beta Phi                                    | Emory Bundy                                  |
| William and Jeanie Anderson                       | Augusta W. Betz                             | Adam M. Burgener                             |
| John Stirlen Applegate – Teaching                 | Jacob Betz                                  | Burgess Family – Minority Students           |
| Sarah J. and Paul R. Auvill III                   | Jacob Betz, Jr.                             | Robert B. Burgess                            |
| Frances Jane Ford Baggs – Montana                 | Agnes M. Bigelow                            | Thomas Burke                                 |
| Peggy Glase Bagnall                               | Russell A. Bigelow                          | Burlington Northern                          |
| William H. Bailey – Music                         | Blackburn Sisters                           | Paul D. and Nancy McKay Burton               |
| Baker Boyer Bank                                  | Jay W. and Gladys Blair                     | Byerley International Students               |
| Dorsey S. Baker                                   | Grant S. and Etta S. Bond                   | J. Antonio “Tony” Cabasco                    |
| Frances Paine Ball – Art                          | E. Herbert Botsford                         |  |

Barbara Hanley Campbell–Roosevelt  
 High School  
 Richard L. and Alan K. Campbell  
 Dr. Thomas M. Campbell  
 Hugh S. Cannon Foundation  
 Cecil V. and Helen R. Carpenter  
 Bob Carson  
 George Pierre Castile Anthropology  
 Forrest C. and Willena Long Cation  
 Iva I. Cauvel – Women  
 Loretta M. Caven  
 Wayne Chastain  
 Cheuk-Alferi Family  
 Joseph Chulick Jr. – Music  
 F. Lawrence Clare  
 Susan E. Clark  
 William S. and Ella S. Clark  
 Class of 1926  
 Class of 1930  
 Class of 1935  
 Class of 1945 War Years  
 Class of 1949  
 Class of 1951  
 Class of 1953 – Middle Income  
 Class of 1955  
 Class of 1958  
 Class of 1959 Centennial  
 Class of 1961  
 Class of 1962  
 Class of 1964 – Middle Income  
 Class of 1968  
 Class of 1969  
 Class of 1970 – Junior/Senior  
 Class of 1981  
 Class of 1983 – Study Abroad  
 Class of 1984 Memorial  
 Class of 1988 – Senior  
 Class of 1996  
 Richard H. Clem  
 Richard H. Clem and Arthur Metastasio  
 Clarence and Lois C. Cleman  
 Maurine Clow – Montana  
 John P. Clulow  
 Helen M. Cole and Marie DuBois  
 J.M. Coleman  
 John Cyril and Mary Alexander Coleman  
 Wayne A. and Eileen Cummins Collier  
 Comstock Scholars  
 Connell Family  
 Vern Conrad – Music  
 Cordes Family – Music  
 Jean Cordiner  
 Carland and Emma May Corkrum  
 Elmer G. and Ethel H. Cornwell  
 Pauline Corthell  
 Cottle Family  
 Steve S. Cover  
 Frederick R. Cowley  
 Susan Dee Cox  
 Peggy and Scotty Cummins  
 G. Dudley and Lois Dambacher  
 Damon Family – English/History  
 J. Leland Daniel  
 Janet Stratford and Elisabeth Davis  
 John M. Davis – Pre-Engineering  
 Christina M. and Peter A. Dawson Family  
 Ann Longton Day  
 David M. Deal  
 Susan Cook Delzell  
 Bill Deshler  
 Deshler Family  
 Kenneth A. and Elizabeth Dick Award –  
 Idaho  
 Ethel Means Dickson  
 Daniel J. and Elizabeth Story Donno  
 Arthur F. Douglas  
 William O. Douglas – Valedictorian  
 Dow-Bainbridge  
 Buddy Dublin  
 Frederick Dudgeon  
 Harold E. Dupar, Jr. – Foreign Students  
 Kim Dupuis  
 Earl Dusenbery  
 Jeanne Eagleson and John V. Gray  
 Edward Eben  
 Richard S.F. Eells  
 Thomas H. Elliott  
 Gary R. Esarey  
 Fairbank-Harding  
 Myrtle E. Falk  
 Edward L. Farnsworth – Wilbur,  
 Washington Area  
 Barbara Sommer Feigin  
 Milton W. and Lucile E. Field – Teaching  
 John Freeman Fike – Bellevue High  
 School  
 First Opportunity  
 John J. Fisher  
 Joshua Fishman  
 Floyd W. Fitzpatrick – Walla Walla Area  
 Fitzpatrick Family  
 Ben Flathers  
 Harold and Annaliese Fleharty  
 Forbes-Jacobs – History  
 Nancy Morrison Frasco  
 David W. Gaiser – Premedical  
 Thomas Val Gaisford, Jr. – Asian Studies  
 Newton and Kathryn Galley  
 Robert E. Gardner  
 Fay and Mary Garner  
 Kenneth E. and Vivian C. Garner  
 Paul Garrett  
 William H. Gates, Sr.  
 General Scholarship  
 Donna Gerstenberger  
 Ralph Gibbons  
 Gary and Cheryl Gibson  
 Michael and Susan Gillespie –  
 Science/Premed  
 Lionel C. and Dorothy H. Gilmour  
 Alta I. Glenny  
 Gordon E. Glover  
 Dr. Harry B. and Gertrude Goodspeed  
 Roy Goodwin  
 Elmina E. Graham  
 Robert W. Graham  
 Robert W. and Margaret J. Graham  
 John Gravenslund  
 George H. Grebe – Portland  
 Paul R. Green  
 Dr. Albert Wright Greenwell – Premedical  
 William E. and Harriet A. Grimshaw –  
 Medicine/Law  
 Leland B. Groezinger, Jr. – Economics  
 Mixail Petrovich Gromov – Foreign  
 Language Students  
 John J. and Stella A. Gurian  
 LaVerne Mansfield Hagan and Paul  
 Hagan  
 Edwin T. Hanford  
 Hansen Family  
 Julia Crawford Harris – Music  
 Haruda Science Scholars  
 Hasbrouck Family  
 Jeannette Hayner – First-year Female  
 Winston A. and Virginia M. Heacock  
 Hearst Foundation  
 Carroll and June Heath  
 Irma Grace Kester Henderson and Chester  
 G. Henderson  
 Dale and Frances Henniger  
 Margaretta Herbert  
 Mary Olive Evans Higley  
 Mary Olive Evans Higley – Music  
 Ida Belle Martin Hoegh  
 Harold F. and Olga Johnson Holcombe  
 Thomas Howells  
 James Fee Huey  
 Richard and Dorothy Hundley – Music  
 Harrison Harden Hungate  
 Bradley J. Hunt – Merit  
 Hunt Peterson Family  
 Hunter International  
 Vie Illona Hopkins Husted – Music  
 Bonnie Jean Hyre – Music  
 Imani – Akili Dada/ Kenya  
 Harold and Gertrude Jackson – Study  
 Abroad  
 Matthew James  
 Robert W. Jamison – Premedical  
 Richard and Alvia S. Jansen  
 Arthur Payne Jaycox  
 Sarah Delaney Jenkins  
 Barbara Sterne Jensen  
 Deborah I. Johnson  
 Jeffrey L. Johnson  
 Robert L. Johnson and Linda D. Klein  
 Stuart and Joyce Johnston–Computer  
 Science  
 Jean Jaycox Jones  
 Melinda S. Jones  
 Nettie Langdon Jones  
 Keane Family

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|--|--|--|
| Isabelle Welty Keith                         | Helen Lanier McCown and William Lanier McCown – Prelaw                   | Howard S. Pfirman  |
| Carleton H. and Carolyn M. Kelley            | Edna McEachern – Music   | Phi Delta Theta  |
| Beverly J. Kellogg                           | McFadden Family – Science/Math   | Phi Delta Theta – honoring Fred Wilson                             |
| John G. Kelly                                | McKay Clise Family   | Grace F. and Andrew J. Phillips – Olympia High School              |
| John G. and Martha M. Kelly                  | McMillan Family  | Grace Farnsworth Phillips  |
| David D. and Maureen E. Kennedy              | McMurchie Family   | Phillips, Wade, and Cronin   |
| Mohammed Nasir Khan – International          | Russell F. and Margaret Gibbs McNeill                                    | Harold Allen Piper   |
| Judd D. Kimball                              | McNellis Family  | Jack Coleman Pitts and Dorothy De Simone Pitts – study abroad      |
| Snyder and Ingrid King                       | William and Loran Meidinger  | Sarah Jane Polk  |
| Margaret Gentry Kirk                         | Memorial Scholarship   | Wallace M. Pollard   |
| Mary Jane Kirk                               | Annie Carter and Albert Metcalf  | Arthur G. Ponti  |
| Margaret Bradford Kittel – Art/History       | NaShuntae Pleasant-Miles – Special Needs                                 | Estelle Powell   |
| Rodney Phelps Kittel – Music/Physics         | Roland E. Miller – Music   | Helen Tower and Helen Torrey Pratt                                 |
| Marion Klobucher – Teaching                  | Russell T. Miller  | Burrill L. Preston, Jr.  |
| Norman Klockman                              | Sandra Miner, M.D.   | John P. Privat   |
| Virginia Lee Knight                          | W.L. and Dorothy Minnick   | Dr. William E. and Lorraine Purnell                                |
| Ralph and Vivian Knudsen                     | Frank G. and Sally Taylor Mitchell                                       | Arthur L. Raaberg  |
| Laura Rodgers Hook Kurtz                     | Laura M. and Orla L. Moody   | Rachel Kester Rall – Female/Arts or Humanities                     |
| Amy Jane Reichert Ladley – Kappa Kappa Gamma | Robert L. and Elsie P. Moore   | Emelia and Freeman Ramsey – Music                                  |
| Gerald DeRoss Ladley – Sophomore             | Deborah Grubb Moskovitz  | John T. Ramstedt   |
| James Lamar                                  | Mother Earth   | Yvonne Ravasse   |
| Lange Community College Spark                | Joseph O. Mount  | Florence A. Rawson   |
| Henry G. Laun                                | Moyer and Stockard Families  | Reader's Digest Foundation   |
| Grace Lazerson                               | Kit Sheehan Muller   | Homer Reed   |
| Cynthia Ann Lechner                          | Mu Phi Epsilon   | Dana M. Reid   |
| Brandon Bruce Lee                            | L.T. Murray Foundation   | Jamie Soukup Reid and William Reid                                 |
| Marion LeFevre – Foreign Language            | Rick and Evelyn Neely  | Pete and Hedda Reid  |
| Mary Emily Winters Legge                     | Charles and Patricia Nelson/Great-West Life – Colorado/Washington/Oregon | Esther Bienfang Richardson and Rosella Woodward Richardson – Piano |
| Memorial Scholarship                         | Carla and Dean Nichols – First Generation                                | Stephen L. Riddell   |
| Miriam Edwards LeRoux – Music                | Patricia and David Nierenberg  | Mary Ann Moren Ringgold – Music                                    |
| Naila and Peter Lewis Family                 | Nontraditional Student   | Victor and Nora Robart   |
| Ferdinand Libenow – American Indian          | Dr. Eugene and Barbara Nordstrom   | Charles W. Rosenberry II and Lanora Welker Rosenberry              |
| Robert C. Lile                               | Northrup Family  | Rotary Club of Walla Walla   |
| Iris Myers Little and Agnes Little           | Edward R. and Dorothy J. O'Brien   | Edward E. Rubey  |
| George Solomon and Thomas Livengood          | William L. and Kathryn Williams O'Brien – Science and Economics          | S.K. Running   |
| Helen McAuslan Logan-Schneider               | Odegard Family   | Orrin Sage   |
| Fred P. and Miriam Lincoln Loomis            | Paul O'Reilly  | Catherine, Matilda, and Elizabeth Sager                            |
| Lucero-Malzewski                             | Harold Ottesen   | Salzman-Medica – Speech and Debate                                 |
| Harry C. Luft – Colville, Washington         | Frances Penrose Owen   | Bessie Sandon  |
| Lynn B. Lunden                               | Michael Stuart Owen  | Fredric F. Santler   |
| Tristram S. Lundquist                        | Edward A. Paddock  | Josephine and Arthur Sargent                                       |
| Anna Okada Burgess Maberry                   | Roy Ross Painter   | Kenneth and Martha Philips Schilling – Vocal Music                 |
| Lenore and George MacClain                   | Paul Panagakis   | Marie Schmidt  |
| Bertha C. MacDougall – Voice                 | Parents Fund   | Carl J. and Sonia A. Schmitt                                       |
| James and Frances Mahoney                    | Parents Fund – Diversity   | David and Alma Schoessler  |
| Angeline M. Malloy – Music                   | Ida S. Parkinson   | Sigmund and Rose Schwabacher                                       |
| William Mantz                                | Elizabeth Jones Parry – Music  | John M. Scott  |
| H. Archie and Christina Marshall             | B.F. Parsons   | Gordon and Virginia Scribner                                       |
| Ann Inman Martin – Idaho                     | Mildred H. Patterson – Utah  | Security Pacific Bank  |
| C.W. "Bill" Martin, Sr.                      | Robert Patterson – Sociology   | Senior Fund  |
| Suzanne L. Martin                            | Sara Lloyd Pekarsky and Abraham L. Pekarsky                              | Esther and Delbert Shannon – Yakima/Prosser                        |
| Kyle Martz                                   | Sara Lloyd Pekarsky and Abraham L. Pekarsky – Jewish Students            | L. Shaw  |
| 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   |  |
| Gertrude Maxwell                             |  |  |
| Mary Elizabeth Cottrell May and Michael May  |  |  |
| Ruth C. McBirney                             |  |  |
| F. James and Jayne S. McCarthy               |  |  |

Cameron and Marion Sherwood – Politics  
 Claire Sherwood – Women  
 Donald and Virginia K. Sherwood  
 Gene Kelly Sherwood  
 Anna Ennis and Walter Guest Shuham  
 Robert and Nadine Skotheim  
 Emma A. Smith  
 J. Malcolm “Mac” Smith – Political  
 Science  
 Scott Bradford Smith – Study Abroad  
 Ralph Waldo and Aimee Snyder –  
 Business  
 Marilyn Sparks – Theater  
 Eliza Hart Spaulding  
 Spokane Area Ashlock Scholarship  
 Jane C. Staats  
 Charles F. and Elizabeth Greenwell  
 Stafford – Prelaw  
 Marjorie Haddon Stansfield  
 Evelyn Ayres Starr  
 Agnes C. Steere and David C. Campbell –  
 Music  
 Barbara Holmes Stevens  
 David Stevens – Economics  
 Mary J. Stewart  
 Samuel and Althea Stroum  
 George II and Myrtle Bond Struthers  
 Elbridge and Mary Stuart  
 Richard K. Stuart  
 Joseph L. Stubblefield Trust

W. Price and Ruth S. Sullivan  
 Norm and Lynn Swick – Special Needs  
 Sumio and Mii Tai  
 Mary Eby Tate  
 Brooke Taylor  
 Edmund Taylor  
 Lucille M. Thomas  
 Frank and Lillian Thompson – Teaching  
 Robert S. Thorne Jr.  
 3-2 Engineering  
 Agnes Stephanson Tibbits – Women  
 Winton A. Ticknor  
 Timothy Tosswill  
 Ed and Rosa Viola Tucker  
 Sherrel Tucker  
 Dr. Robert C. Tugman  
 Robert C. Tugman  
 Guy M. Underwood  
 Nathaniel W. and Bessie O. Usher  
 Dean and Esther Vail  
 Catherine van Veen  
 Victor Family  
 William E. Wadsworth  
 Marjorie E. Ward  
 James Prentice Warner and John Leigh  
 J. Walter and Katherine H. Weingart  
 Maurice and Gale Weir – Mathematics  
 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  
 Whitman Opportunity  
 Robert L. Whitner – History  
 Whittaker Family  
 Eunice V. Wiemer  
 Jean D. Wilkinson – Minority Students  
 J. Joy Williams  
 June Wilson Williams  
 Robert Jack Williams – Music  
 A.D. Wilson  
 Witman/Kenworthy  
 Ron Witten  
 Edna Mae and Clare Woodward  
 Brian Weston and Susan Reynolds  
 Workman  
 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 range from \$10,000 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.

**Music Talent 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, 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. These awards for the current years range from \$3,000 to \$15,000 annually and are renewable for four years.

**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. These awards for the current year range from \$3,000 to \$15,000 annually and are renewable for four years.

## 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, housing and residential life, food services, counseling, health services, the debate program, Security, and the Reid Campus Center. The Provost and Dean of the Faculty coordinates major advising, postgraduate fellowship and scholarship programs, the Career and Community Engagement Center (CCEC), academic resources, 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 Wellness House which focuses on the 8 dimensions of wellness; 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). 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

Professional Master's degree and Doctorate level counselors are available to provide mental health counseling to students free of charge. Counselors assist individuals and groups with personal concerns, interpersonal relationships, and mental health issues 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. All counseling is confidential subject to legal and ethical limitations.

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. Mental Health Nurse Practitioner is available in the Counseling Center for medication consultations and prescriptions.

Please note there are some student concerns that are not appropriate to address using a short-term model. 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 is open during the academic year, and serves as a facility for the management of minor injuries and illnesses.

The Health Center medical providers maintain regularly scheduled hours on campus Monday-Friday. The providers may refer students to outside resources if indicated. The Director of the student Health Center, who is a registered nurse, is also available to see students 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: assessment and treatment of minor illness or injury, in-house CLIA lab and with specimen collection and blood draws, reproductive health care, including PAP smears and contraception, anonymous HIV testing, a dispensary for prescribed medication, travel consults and vaccines.

### ***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.

**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, Student Activities Fair, an Arts & Crafts fair, the Pathways Leadership program, WhitLife, and much more.

Resources in the Reid Campus Center include the Bookstore, Debate, Greek Life, Intercultural Center, New Student Orientation & Onboarding, 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, vending machines, refrigerator rentals, activity rentals (such as popcorn machine, snow cone machine and button maker), 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

Co-curricular 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) is committed to providing equitable access for all to the outdoors. "The OP" fosters personal growth, facilitates learning and creates recreational opportunities through skills and risk management training, leadership development, and environmentally sound trips in a supportive community". The OP assists 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, flatwater 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 contributes to orientation programming.

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 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 up to \$150 in trip credit to every current Whitman student each year. The Leadership Education Advancement Fund (LEAF) offers need based aid for SSRA outdoor Leadership courses.

While the OP is not a club it supports and serves as advisors to several ASWC student organized and run outdoor clubs including:, Backcountry Ski Club, BIPOC Outdoor Club, Climbing Club, Club Sports Climbing Team, Mountain Biking Club and the Whitewater Club.

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. 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](mailto: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](http://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 80 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: <https://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 Council on Student Affairs, 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](http://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](http://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 Director of Equity and Compliance/Title IX Coordinator Cassandre Beccai, [beccaic@whitman.edu](mailto:beccaic@whitman.edu). See also the Title IX Policy: <https://www.whitman.edu/campus-life/diversity/title-ix-and-sexual-misconduct>



## Whitman College 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.

# The Division of Diversity & Inclusion

## Mission:

The Division of Diversity and Inclusion helps to coordinate, cultivate, and contribute to institutional efforts to advance inclusive excellence at Whitman College. Guided by principles of cultural pluralism, cultural humility, and cultural wealth, the work of the Division is to enhance our collective awareness and capacity around issues of diversity, equity, inclusion, and antiracism. Inclusive excellence is a shared responsibility of all members within our community and the Vice President for Diversity and Inclusion (VPDI) serves as the senior inclusion administrator at the College. The VPDI provides vision and leadership in this domain, but the entire Whitman community is responsible for championing issues of inclusion and ensuring a sense of belonging for all faculty, staff, and students.

## Vision:

- To have a campus community where inclusive excellence drives decision-making at all levels of the college, where those decisions are supported by culturally responsive policies and practices.
- To recruit, retain, and support a campus community that is committed to promoting diversity, equity, inclusion, and antiracist practices.
- To cultivate partnerships regionally and nationally that support the shifting demographics of the campus community.

## Principles:

Our principles of inclusive excellence provide a foundation for the community we are actively fostering. We recognize that our path towards inclusive excellence will require:

- Diversity without dominance
- Equity without benevolence
- Inclusion without othering
- Belonging without assimilation

## Approach:

The work of the Division of Diversity and Inclusion is trifurcated operationally and exercises horizontal influence. Our trifurcated operational areas include: Identity and Belonging, Equity and Compliance, and Inclusive Excellence. The Identity and Belonging area includes several primarily student-facing units that contribute programmatically to the campus climate, facilitate the exploration and development of student identities, and provide support and services to marginalized and/or minoritized communities. This area includes the Intercultural Center, International Student and Scholar Services, LGBTQIA+ Student Services, as well as Religious and Spiritual Life, all of which collaboratively aid the entire Whitman student body in better understanding their relationships to systems of oppression and to each other by providing opportunities for community healing, connection, and liberation. The Equity and Compliance area is focused on coordinating institutional compliance with federal and state discrimination, harassment, and retaliation laws and related College policies, with an emphasis on those related to sexual and gender-based misconduct and other forms of identity-based harassment and discrimination. This area is also involved in the response and resolution of bias incidents that may

not have an identifiable respondent or constitute a violation of the law or College policy, but nonetheless impact our community. The Inclusive Excellence area is focused on the intra-Divisional horizontal influence work of diversity, equity, inclusion, and antiracism capacity building. This area involves the Division's work with student, staff, and faculty partners and collaborators across the College to revise policies, shift practices, and modify systems in an effort to infuse inclusive excellence principles through all aspects of institutional operations.

## **Intercultural Center**

The Intercultural Center (IC) provides educational and experiential opportunities related to diversity, equity, inclusion, and antiracism. The IC works to proactively support students from marginalized backgrounds in navigating potential barriers to success by providing individualized guidance and pertinent resources. Our programming is created with and for students, and our goal is to nurture a welcoming environment where all students feel affirmed and valued.

## **International Student & Scholar Services**

International Student & Scholar Services (ISSS) provides support to international students, scholars and staff. ISSS provides programs and services that help the international community acclimate to life in the U.S. and at Whitman College. ISSS is responsible for international student orientation, immigration services, and assists international students with securing health insurance, income tax filing, work authorizations, and processing other required documentation. ISSS collaborates with numerous campus departments to ensure appropriate and equitable services are available to the Whitman international student community.

## **LGBTQIA+ Student Services**

LGBTQIA+ Student Services advocates for institutional change and contributes to efforts to develop more equitable and inclusive practices, policies, and procedures across the College in an effort to establish and sustain an environment at Whitman that affirms the unique and intersectional identities of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, Intersex, Asexual (LGBTQIA) students, as well as those who identify with different and/or additional minoritized communities related to sex, sexualities, gender identities, or gender expressions. LGBTQIA+ Student Services provides programs and supports that contribute to the wellbeing and success of LGBTQIA+ students and aids the entire Whitman community in better understanding the lived experience of LGBTQIA+ individuals. LGBTQIA+ Student Services also advances the diversity, equity, inclusion, and antiracism (DEIA) values of the College and the Division of Diversity and Inclusion through a direct emphasis on the needs and concerns of LGBTQIA+ communities of color.

## **Religious and Spiritual Life**

The Office of Religious and Spiritual Life (RSL) supports students who wish to deepen or explore spirituality. RSL functions as a resource for established and emergent religious groups on campus and works to address the needs and enhance understanding and awareness of numerous religious traditions. RSL provides programming which explores the important relationship between faith and learning - the connection between mind and spirit. The Office of Religious and Spiritual Life is committed to supporting religious traditions and serves people of all faith traditions, and also welcomes those who are exploring spirituality but do not identify with any formal or specific religion.

## **Equity and Compliance**

Whitman College strives to provide a safe environment in which students can pursue their education free from the detrimental effects of sexual misconduct, which includes sexual harassment and sexual assault. The Director of Equity and Compliance/Title IX Coordinator is housed in the Division of Diversity and Inclusion. The individual in this role, interfaces with Human Resources, the Office of the Provost, Campus Security, Student Affairs and others across campus to prevent, investigate, and adjudicate violations of federal law related to identity-based discrimination and harm. In addition to

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ensuring institutional compliance with Title IX, the Director of Equity and Compliance/Title IX Coordinator develops, implements, updates and serves as principal coordinator of policies, procedures and programs related to Titles VI and VII of the Civil Rights Act of 1964, the Violence Against Women Act (VAWA) and other related legislation.

## **Inclusive Excellence**

An inclusive Whitman requires all of us. Through various committees, councils, consultations and consortiums, the Division of Diversity and Inclusion supports and engages the broader campus community in the creation of an environment where all feel welcomed and valued. The College Accessibility Committee, annual Community Learning Days, Power and Privilege Symposium, DEIA Dialogues, academic themes, student organizations, field trips, curricular and co-curricular content, Third Space Speakers, Tri-College and NW5C initiatives, Orientation, Summer Fly-In, interest hall communities and events, and many more activities contribute to the cultivation of an institutional climate that embraces, enacts, and acknowledges cultural pluralism, cultural humility, and cultural wealth in the interest of inclusive excellence.

# 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 peer tutoring. 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 Helen Kim, Associate Dean for Academic Affairs. Laura A. Cummings, Assistant Director of the Academic Resource Center, attends to all aspects of student success, including supervising the Peer Tutoring and Academic Coaching program, meeting with students who receive grade reports, and offering academic coaching and workshop sessions for individuals or groups. Additional information about the ARC is available at [whit.mn/arc](http://whit.mn/arc).

## 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, Associate Director of Academic Resources. For additional information and complete policies, please visit our website at [whit.mn/dss](http://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 transferrable 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       | French and Francophone Studies | Politics                                  |
| Astronomy         | German Studies                 | Psychology                                |
| Biology           | Geology                        | Religion                                  |
| Chemistry         | Hispanic Studies               | Rhetoric, Writing and<br>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 have established combined major study programs in the following areas:

|  |   |                                 |
|--|---|---------------------------------|
| Biochemistry, Biophysics,<br>and Molecular Biology | Mathematics-Physics                       | Environmental Humanities        |
| Biology-Geology                                    | Mathematics-Statistics                    | Geology-Environmental Studies   |
| Chemistry-Geology                                  | Physics-Astronomy                         | History- Environmental Studies  |
| Economics-Mathematics                              | South Asian and Middle Eastern<br>Studies | Physics-Environmental Studies   |
| Film and Media Studies                             | Anthropology-Environmental Studies        | Politics-Environmental Studies  |
| Gender Studies                                     | Art-Environmental Studies                 | Race and Ethnic Studies         |
| Geology-Astronomy                                  | Biology-Environmental Studies             | Sociology-Environmental Studies |
| Geology-Computer Science                           | Chemistry-Environmental Studies           | Psychology+French               |
| Geology-Physics                                    | Economics-Environmental Studies           | Religion+French                 |
|  |   | Sociology+French                |

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 their 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 their 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 their 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                      | Latin American Studies  |
| Art               | Economics                         | Mathematics             |
| Art History       | English                           | Music                   |
| Astronomy         | Film and Media Studies            | Philosophy              |
| Biology           | French and Francophone<br>Studies | Physics                 |
| Chemistry         | Gender Studies                    | Politics                |
| Chinese           | Geology                           | Psychology              |
| Classical Studies |                                   | Race and Ethnic Studies |

Computer Science  
Creative Writing  
Dance

German Studies  
Global Literatures  
Hispanic Studies  
History  
Japanese

Religion  
Rhetoric, Writing and  
Public Discourse  
Sociology  
Theater

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:

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

### **Second Baccalaureate Degrees**

After a baccalaureate degree conferral, a student may not request a new major or minor to be added. Students may earn a second degree by completing at least 30 additional credits in residence and by completing the requirements for a second major study in a field different from that conferred on 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 granting 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.

Is it not advisable to enroll in additional coursework, including extension and online courses, at another collegiate institution while the student is enrolled at Whitman College or in a Whitman College Off-Campus Study program. In the event a student wishes to be dual enrolled, they will need to obtain permission, in advance, from their advisor. The student will need to submit the Request for Approval of Transfer Credits (RATC) form to the Registrar's Office prior to starting their non-Whitman course. 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.

Up to 30 credits awarded from AP, IB, GCE (Cambridge International) A-Level exams may be applied toward the 124-credit degree requirements, but may not be used to satisfy Distribution Requirements. Running Start, College in the High School, or a similar program may be used to satisfy Distribution Requirements or general degree credits. All credit earned through exams that are transferred into Whitman are final and will remain on the student record.

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.

| <b>Advanced Placement Test (AP)</b>                  | <b>AP Score</b> | <b>Whitman Equivalent</b>  | <b>Whitman Credits</b> |
|--|-----------------|----------------------------|------------------------|
| 2-D Art and Design                                   | 4, 5            | General Degree Credit      | 3                      |
| 3-D Art and Design                                   | 4, 5            | General Degree Credit      | 3                      |
| Drawing  | 4, 5            | General Degree Credit      | 3                      |
| Art History  | 4, 5            | General Degree Credit      | 3                      |
| Biology  | 5               | Biology 111                | 4                      |
| Chemistry  | 4, 5            | *Chemistry 125             | 3                      |
| Chinese Language and Culture                         | 5               | General Degree Credit      | 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               | General Degree Credit      | 4                      |
| Environmental Science                                | 4               | General Degree Credit      | 3                      |
| Environmental Science                                | 5               | General Degree Credit      | 4                      |
| French Language and Culture                          | 4,5             | French 205                 | 4                      |
| German Language and Culture                          | 4, 5            | German 205                 | 4                      |
| Government & Politics: United States                 | 4, 5            | General Degree Credit      | 4                      |
| Government & Politics: Comparative                   | 4, 5            | General Degree Credit      | 4                      |
| History: United States                               | 5               | History 105 & 106          | 8                      |
| History: European                                    | 5               | General Degree Credit      | 4                      |
| History: World Modern                                | 5               | General Degree Credit      | 4                      |
| Italian Language and Culture                         | 4, 5            | General Degree Credit      | 4                      |
| Japanese Language and Culture                        | 4, 5            | General Degree Credit      | 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            | General Degree Credit      | 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.

| <b>International Baccalaureate (IB)</b> | <b>IB higher level score</b> | <b>Whitman Equivalent</b> | <b>Whitman Credits</b> |
|---|------------------------------|---------------------------|------------------------|
|---|------------------------------|---------------------------|------------------------|

|                                    |                    |                              |   |
|------------------------------------|--------------------|------------------------------|---|
| Biology                            | 5 or higher        | General Degree Credit        | 8 |
| Chemistry                          | 5 or higher        | Chemistry 125                | 3 |
| Chinese A: literature              | 5 or higher        | General Degree Credit        | 8 |
| Economics                          | <b>6 or higher</b> | Economics 101 & 102          | 8 |
| English A: language and literature | 5 or higher        | RWPD 170, 4 credits elective | 8 |
| English A: literature              | 5 or higher        | General Degree Credit        | 4 |
| Film                               | 5 or higher        | General Degree Credit        | 8 |
| French B                           | 5 or higher        | French 205                   | 4 |
| German B                           | 5 or higher        | German 205 & 206             | 8 |
| Global Politics                    | 5 or higher        | General Degree Credit        | 4 |
| Hindi B                            | 5 or higher        | General Degree Credit        | 4 |
| History of Africa and Middle East  | 5 or higher        | General Degree Credit        | 4 |
| History of the Americas            | 5 or higher        | History 105 & 106            | 8 |
| History of Asia and Oceania        | 5 or higher        | General Degree Credit        | 4 |
| History of Europe                  | 5 or higher        | History 183                  | 4 |
| Music                              | 5 or higher        | General Degree Credit        | 8 |
| Philosophy                         | 5 or higher        | General Degree Credit        | 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        | General Degree Credit        | 8 |
| Visual Arts                        | 5 or higher        | General Degree Credit        | 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. 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 will review credit earned through the College in the High School program on a course-by-course basis. Credits awarded will be for classes at a commensurate level and in subject matter relevant to the Whitman College liberal arts curriculum.

### ***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 any Associate degree programs.

### ***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. 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 they have 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 they are 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

*Academic Concern Report.* In the first half of a semester, instructors should file an academic concern report for each for any student whose performance indicates a significant risk of failing the course. Examples that might prompt an academic concern report include but are not limited to: a series of absences, failure to turn in one or more assignments, and/or earning a grade of D+, D, D-, or F.

The academic concern report should be filed when the concern arises. Instructors must submit an academic concern report for any student with a grade lower than C- prior to or on that date designated as mid-term on the official academic calendar. If a student's grade drops below C- after mid-term, the instructor may still submit an academic concern report at that time.

These reports are the basis of advisory action by advisors, academic resource center, and Dean of Students office.

*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<br/>per credit</i> | <i>Grade</i> | <i>Grade points<br/>per credit</i> |
|--------------|------------------------------------|--------------|------------------------------------|
| A+, A        | 4.0                                | C            | 2.0                                |
| A-           | 3.7                                | C-           | 1.7                                |
| B+           | 3.3                                | D+           | 1.3                                |
| B            | 3.0                                | D            | 1.0                                |
| B-           | 2.7                                | D-           | 0.7                                |
| C+           | 2.3                                | F (Failure)  | 0.0                                |

GPA's are computed by dividing the number of grade points earned by the number of graded credits attempted.

The following symbols carry no grade points; work recorded with any of these symbols is not used in the calculation of GPA's:

**AU:** Denotes completion of an audited course.

**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 granted for a course graded on a credit-no credit basis.

**NC:** Denotes that no credit is granted 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 they regard 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 they fail 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, they 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), they 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 Students 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. Starting the 10<sup>th</sup> week of the semester through the last day of classes, 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 their 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**

Should a student wish to repeat a course taken at Whitman for which they received a passing grade that has not been approved for multiple enrollments because of changing subject matter, they should request consent from the instructor of record for the term in which the student will re-enroll and their advisor. If they receive consent and sign up for, and complete, the course, the credits from the repeated course cannot be applied to the minimum number of credits required for graduation. However, the grade from the most recent Whitman attempt will be counted in the GPA, meaning the grades from the earlier course will be excluded. During their studies at Whitman, a student can repeat up to three separate non-repeatable courses. But they can repeat a particular non-repeatable course only once. \*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.

In the event a student wishes to take the Whitman course for which they have received transfer or AP, IB, GCE (Cambridge) A-Level exam credit, they will need advisor and instructor approval. The Whitman grade will be included in the GPA calculation but the course will not add additional credits towards graduation. Transfer courses which are taken after a student attempts the course at Whitman are not subject to this policy and will not be transferred back to Whitman College.

\*This notation was added back into the catalog on March 2023 as its exclusion was an administrative error and that this policy is still applicable to the 2022-2023 entering class.

## **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 their 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.

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 their leave except that an academic leave may not be extended beyond two semesters. If the student extends the period of leave without authorization, they 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 their 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 they 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 they have 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 their 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 their 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 their 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](http://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 cornerstone 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 21<sup>st</sup> 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 fall semester and spring semester opportunities through our partner universities and national study abroad providers.

### Semester OCS Programs

Advisors: Susan Holme and Nadir Ovcina

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, Nadir Ovcina, 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 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. At Whitman students typically participate in OCS for a single semester in their junior year - either the fall or spring semester - after declaring their major. However, students who wish to be considered for OCS approval for a full academic year in one location abroad may petition for an exception.

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

- Spring Semester 2023; May 9, 2022 (Highly Recommended Deadline); September 8, 2022 (Final Deadline)

- Fall Semester 2023 programs: February 2, 2023
- Spring Semester 2024 programs: May 8, 2023

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](http://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. Listed below are Whitman's affiliated off-campus studies programs, 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](http://www.whitman.edu/ocs).

### ***U.S.-Based Partner Programs (Semester)***

*Advisors: Susan Holme, Nadir Ovcina, 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 2023 for the American University Washington Semester Program: October 13, 2022
- Fall Semester 2023 for the American University Washington Semester Program: April 6, 2023
- Spring Semester 2024 for and the American University Washington Semester Program: October 12, 2023



## **2022-23 OCS Partner Programs (Semester and Academic Year)**

The following off-campus studies (OCS) programs are Partner Programs of Whitman College approved by the Off-Campus Studies Committee (OCSC) for transfer credit. To apply credit from an OCS program toward their Whitman degree, students must apply to the Off-Campus Studies Office for OCS approval and be granted admission by their chosen program. Students are not permitted to transfer credit from fall semester, spring semester, or academic year courses offered by study abroad programs or foreign universities other than those on our approved list below. Whitman College reserves the right to withdraw programs from this list at any time for safety, security, health or other reasons.

### **AFRICA**

|   |                     |
|---|---------------------|
| CIEE: University of Ghana Arts & Sciences             | <b>Ghana</b>        |
| IES: Rabat – Study in Rabat                           | <b>Morocco</b>      |
| SIT: Morocco Migration and Transnational Identity     | <b>Morocco</b>      |
| CIEE: University of Cape Town Art & Sciences          | <b>South Africa</b> |
| SIT: South Africa Community Health and Social Policy  | <b>South Africa</b> |
| SIT: South Africa Social and Political Transformation | <b>South Africa</b> |
| SFS: Tanzania Wildlife Management Studies             | <b>Tanzania</b>     |

### **ASIA**

|   |                  |
|---|------------------|
| SFS: Cambodia Climate Change, Ethics and Conservation             | <b>Cambodia</b>  |
| CIEE: Shanghai China in a Global Context                          | <b>China</b>     |
| SIT: India Sustainable Development and Social Change              | <b>India</b>     |
| SIT: Indonesia Arts, Religion, and Social Change                  | <b>Indonesia</b> |
| Associated Kyoto Program (AKP)                                    | <b>Japan</b>     |
| CIEE: Tokyo Arts and Sciences                                     | <b>Japan</b>     |
| CIEE: Seoul Arts and Sciences                                     | <b>Korea</b>     |
| SIT: Nepal Development, Gender and Social Change in the Himalayas | <b>Nepal</b>     |

### **EUROPE**

|  |                       |
|--|-----------------------|
| IES: Vienna European Society and Culture               | <b>Austria</b>        |
| IES: Vienna Music                                      | <b>Austria</b>        |
| CIEE: Prague Central European Studies                  | <b>Czech Republic</b> |
| CIEE: Prague Film Studies                              | <b>Czech Republic</b> |
| DIS Copenhagen   | <b>Denmark</b>        |
| BADA: London Theater Program                           | <b>England</b>        |
| IES: London Health Practice & Policy                   | <b>England</b>        |
| IES: London – Study London                             | <b>England</b>        |
| IES: London Theater Studies                            | <b>England</b>        |
| IES: Queen Mary, University of London                  | <b>England</b>        |
| IES: University College London (UCL)                   | <b>England</b>        |
| IFSA-University of Oxford*                             | <b>England</b>        |
| IES: Nantes French Language Immersion and Area Studies | <b>France</b>         |
| IES: Paris French Studies                              | <b>France</b>         |
| Middlebury: Studies in Paris Program                   | <b>France</b>         |

|   |                         |
|---|-------------------------|
| IES: Berlin Language and Area Studies                                     | <b>Germany</b>          |
| IES: Berlin Metropolitan and Urban Studies                                | <b>Germany</b>          |
| IES: European Union   | <b>Germany</b>          |
| IES: Freiburg Environmental Studies & Sustainability                      | <b>Germany</b>          |
| IES: Freiburg Language and Area Studies                                   | <b>Germany</b>          |
| Year of Study in Munich   | <b>Germany</b>          |
| College Year in Athens (CYA)  | <b>Greece</b>           |
| AIT Budapest (Aquincum Institute of Technology)                           | <b>Hungary</b>          |
| Budapest Semesters in Mathematics (BSM)                                   | <b>Hungary</b>          |
| SIT: Iceland: Climate Change and the Arctic                               | <b>Iceland</b>          |
| IFSA-University College Dublin  | <b>Ireland</b>          |
| IFSA-University of Galway   | <b>Ireland</b>          |
| Syracuse University Florence  | <b>Italy</b>            |
| IES: Milan Italy Today  | <b>Italy</b>            |
| IES: Milan-Music: Voice, Composition & Instrumental                       | <b>Italy</b>            |
| Intercollegiate Center for Classical Studies (ICCS) in Rome               | <b>Italy</b>            |
| IES: Rome – Study Rome Language and Area Studies                          | <b>Italy</b>            |
| IES: Amsterdam–Conservatorium van Amsterdam                               | <b>Netherlands</b>      |
| IES: Amsterdam–Psychology & Sciences                                      | <b>Netherlands</b>      |
| IFSA– Glasgow School of Art   | <b>Scotland</b>         |
| University of St Andrews  | <b>Scotland</b>         |
| SIT: Serbia Peace and Conflict Studies in the Balkans                     | <b>Serbia</b>           |
| Middlebury: Getafe Universidad Carlos III de Madrid                       | <b>Spain</b>            |
| IES: Granada – Study in Granada   | <b>Spain</b>            |
| Middlebury: Madrid Sede Prim  | <b>Spain</b>            |
| DIS Stockholm   | <b>Sweden</b>           |
| SIT: Switzerland Banking, Finance and Social Responsibility               | <b>Switzerland</b>      |
| <b>LATIN AMERICA/CARIBBEAN</b>  |                         |
| IFSA-Argentine Universities Program                                       | <b>Argentina</b>        |
| IFSA-Psychology in English Program  | <b>Argentina</b>        |
| SFS: Wild Patagonia – Fire & Ice  | <b>Chile</b>            |
| SIT: Chile Public Health, Traditional Medicine, and Community Empowerment | <b>Chile</b>            |
| CIEE: Monteverde Sustainability and the Environment                       | <b>Costa Rica</b>       |
| CIEE: Monteverde Tropical Ecology and Conservation                        | <b>Costa Rica</b>       |
| SIT: Ecuador Comparative Ecology and Conservation                         | <b>Ecuador</b>          |
| SIT: Ecuador Development, Politics, and Language                          | <b>Ecuador</b>          |
| IFSA- Mérida Universities Program   | <b>Mexico</b>           |
| AUSM Mexico   | <b>Mexico</b>           |
| SFS: Panama Tropical Island Biodiversity Studies                          | <b>Panama</b>           |
| SFS: Turks and Caicos Marine Resource Studies                             | <b>Turks and Caicos</b> |
| <b>MIDDLE EAST</b>  |                         |
| Hebrew University (Rothberg International School)                         | <b>Israel</b>           |
| CIEE: Amman Middle East Studies   | <b>Jordan</b>           |

**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**

Border Studies Program (Earlham College)  
 The Eugene O'Neill Theater Institute (NTI)  
 SEA Semester  
 AU Washington Semester Program

**Arizona/Mexico**  
**Connecticut**  
**Massachusetts**  
**Washington DC**

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

***Whitman Summer Studies in China***

The Whitman Summer Studies in China program is a six-week Whitman faculty-led 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 AMES 200 Special Topics: Summer Seminar in Chinese Studies). All continuing students (first, second and third-year students) regardless of major are eligible to apply. Course prerequisites include successful completion of CHIN 106 or a higher level Chinese language course. 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 and will be offered again in Summer 2023. Program details and how to apply will be announced in Fall 2022. In Summer 2023 this program was offered in Taiwan in cooperation with Tunghai University in Taichung.

***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 myOCS 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 2022. The application process for Fall 2024 begins Fall 2023.

## **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.

## **Just Futures/Next West Media Lab**

*Advisors: Eunice Blavascunas, Stan Thayne*

Just Futures/Next West Media Lab is an intensive, experiential learning program, focusing on gathering and sharing the stories of voices less often heard in the rural, eastern portions of Washington and Oregon on issues relating to land, water, and climate justice. After a spring semester seminar focusing on the legacies of manifest destiny, racism, and cultural exclusion, students and faculty take to the field to meet people who are confronting these legacies and envisioning more just futures for the region. For example, will listen to the stories of tribal leaders, frontline workers in environmental health, land rights activists, and climate activists.

Threading these stories into the present, we aim to unsettle established narratives about rural spaces and highlight pockets of rural resistance and renewal that will be the seeds of the Next West, a place of increasing diversity and importance to climate mitigation and justice.

As a final project, students will work in teams to produce and publish an original podcast, bringing the stories we encounter to a wider audience. Students have the opportunity to develop and hone digital storytelling skills, including narrative development, audio podcast production, and digital photography.

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The program has two co-requisites. Prior to the summer intensive field experience, students admitted to the program enroll in the 1-credit seminar in the spring, followed by a 3-credit summer experience, roughly two weeks in May and two weeks in June.

Admission to the program is limited to 14 students and may be competitive.

The Spring/Summer 2022 and Spring/Summer 2023 programs are fully funded by the Andrew Mellon Foundation, students admitted to the program participate tuition-free.

**Anthropology 247/Politics 201/Environmental Studies 303 ST: Land, Water, Justice  
1 and 3 credits summer field program. Offered as co-requisites for 4 credits total.**

This field course examines land, water, and justice in the inland Northwest, with an emphasis on racial and climate justice. Students will read about connections between manifest destiny and decolonization while gaining skills in digital storytelling, oral history, and interviews. Particular emphasis will be placed on imagining just futures and how to examine practical and aspirational solutions for addressing critical problems of climate change and racial inequality.

## Career and Community Engagement Center

The mission of the Career and Community Engagement Center (CCEC) is to connect Whitman students and alumni to the communities and experiences that help them cultivate their futures. The work of the CCEC is to help students identify experiences that enrich their academic programs, help them refine career/future interests, offer professional development, and foster community/civic engagement. The Center also helps prepare students to be successful when pursuing opportunities for employment and graduate study.

### Career and Community Engagement Center programs include:

**Alumni Networking** — The CCEC 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 and mentorship. Several times a year the CCEC hosts Whitties Helping Whitties networking receptions around the country in collaboration with Alumni Relations.

**Career Services** — Students can schedule to meet with CCEC career coaches via Handshake or search the CCEC website for resources to help with any part of a job application process. Our career coaches can help students:

- create a career plan for their futures
- understand their career trajectories with our Career Pathfinder platform
- offer guidance with alumni networking, navigate LinkedIn
- review resume and cover letters
- review CVs, identify job resources
- start graduate school planning
- apply to CCEC internship programs
- learn about our Four-Phase Plan

In Fall of 2021, the Center launched Career Coaching for every first year student to learn about the resources and strategies to help them consider and connect to a wide array of professional trajectories.

**Professional Development Programming** — The CCEC designed the Craft Your Future: A Professional Development Series to create a space for generative prestatations, workshops, and seminars about professional development. The Student Career Advisors are student liaisons in the CCEC who offer peer-to-peer career education, review resumes and cover letters, and help with Whitman Internship Grant applications. Our office launched Next Steps: Senior Programming that partners with off-campus organizations and other Whitman departments to develop events to strengthen senior preparation for post-college life.

**Internships** — Internships add to a student's college experience by allowing them to practice professional skills, obtain a deeper understanding of the world of work and develop research questions for their major course of study. Students are encouraged to apply for paid internships available using CCEC resources or to develop an experience that best suits their interests. The Center manages the Whitman Internship Grant Program, which provides funding for nearly 200 students annually to experience high-impact internships at organizations that are not able to pay them. Each year, a cohort of sophomores, juniors, and seniors spend the year working part-time on a community-based project with a partner organization in the Community Fellow Program.

**Career Platforms** – Whitman's job and internship search platform, Handshake, includes thousands of postings for internships/full-time/part-time positions applicable to students and young alumni. Handshake allows students to schedule appointments with CCEC staff and learn about events sponsored by the CCEC and employers from across the country. Additionally, Career Pathfinder is our career assessment tool that gives students insights into their work preferences, industries that match their interests, and provides career search tools to identify opportunities.

**Whitman Student Consulting Corps** - Connecting Whitman College students and the local community, the Whitman Student Consulting Corps provides individualized, free of charge management consulting to non-profit organizations of the Walla Walla Valley. The WSCC provides education and mentoring for the Student Consultants as they facilitate administrative assessment and recommendations for improvement for nonprofit organizations. Student Consultants are paid positions and are supervised by the CCEC's Community Consultant Specialist.

**Community Engagement Student Led Programs** — Through collaboration with local organizations, 15 paid student leaders engage the Whitman community in volunteer direct action, education, and reflection opportunities that address social needs and inspire civic responsibility through experiential learning. Student leaders coordinate numerous programs that engage hundreds of student volunteers each year in weekly engagement and special events. These programs include: the Friends Mentor Program, Adopt-A-Grandparent, the Food Justice Project, the Buddy Program, and Story Time.

**Community Engagement Consultations** — In addition to the weekly student-led programs, the CCEC team provides opportunities for individuals and groups to meet with staff to connect with volunteer opportunities. The Center also consults with and supports Greek organizations' philanthropic efforts and to the Residence Life Community Service House.

**America Reads/America Counts** — The CCEC hires 20 work-study students each year 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 experience for testing their interest in a possible career in education.

**Employer Engagement**— CCEC staff plan many opportunities for students to hear from and connect with recruiters, professionals, and alumni working in organizations around the country. With a focus on the West Coast, employers may be represented in-person or virtually through small information sessions that allow direct student interaction. These are wonderful opportunities for students to learn about different fields, internship/job opportunities, and engage with possible future employers.

**Fellowships and Grants** – The CCEC Fellowships and Grants team assists Whitman students and alumni in their application and candidacy for nationally and globally competitive fellowships, scholarships, and awards. Ultimately, the goal is to help students think deeply and critically about issues, ideas and values; about their lives and the lives of others. Equipped with self-reflection, they will know better who they are and what they might contribute to the community. Having put their critical thinking to the test, they will have a better vantage of the larger world around them and their humble yet essential place in it.

Much more information about the CCEC can be found at: [whitman.edu/ccec](http://whitman.edu/ccec)

## 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 (subject to coursework and GPA requirements).

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, they 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); Tim Parker (Biology, on sabbatical, 2022-2023)*

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](http://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 124 or 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 124 or 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) and Kate Jackson (Biology)*

Whitman College is associated with the School of Oceanography of the University of Washington in a program for liberal education in biological or geological oceanography. The plan requires five years of study; typically three years at Whitman College and two years at the University of Washington. Students complete a Bachelor of Arts degree in either Biology or Geology from Whitman College and a Bachelor of Science in Oceanography from the University of Washington. At

Whitman College, all candidates must complete the appropriate requirements outlined below, receive a recommendation from Whitman College, and apply as transfer student to the University of Washington.

This plan requires careful scheduling. Students must declare one of these majors by the end of their fourth semester in residence at Whitman College (transfer students must declare at the end of their second semester in residence at Whitman College). Interested Whitman students should contact the Whitman Oceanography 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 124 or 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 and 111, 120 and 121, or 125 and 126
  - 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 MFT and attain a score sufficient to satisfy Whitman's requirements
- **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**
  - For science and math requirements must have a cumulative GPA of 3.0
  - Strongly recommended to take a geology course related to oceanography

## Careers and Professions

Advisors in the academic departments and in the Career and Community Engagement Center (CCEC) 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

*Marian Manic (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, accounting, statistics, data analysis, and communication with society. The business world embraces recent graduates with a liberal arts education especially because of their broad spectrum of knowledge and skills. Careers in business management and finance require strong analytical, quantitative, problem solving, leadership, organizational, and oral and written communication skills (including bilingual skills in the modern global economic environment) along with maturity, integrity, and curiosity. A background in the sciences with an emphasis on data management and analysis may be beneficial in the increasingly digital modern economy. An understanding of the relation of business to government and the position of business in society is also essential. Students with Off-Campus Studies experience as well as those who explore foreign languages and the socio-economic, political, and cultural diversity of other regions of the world are highly sought after in the business and finance careers. Whitman graduates with preparation in economics, business and finance, as well as data science and analysis have an extremely broad spectrum of potential careers in front of them starting from the private sector (commercial banks, investment banks, credit unions, corporations, insurance companies, brokerage firms, startups, venture capital, wealth management, consulting and auditing, etc.) to the government and public sector (government institutions and agencies like the Federal Reserve System, Treasury Department, Congressional Budget Office, Commerce Department, Labor Department, Education Department, Department of Defense, etc.; economist and financial analyst roles at public schools and universities) and finally to international organizations (like the World Bank, the International Monetary Fund, the United Nations, etc.)

Whitman College offers a diverse array of courses in economics and finance as well as in data analysis, which can prepare students well for the professional as well as graduate academic careers. The recommended courses are designed to give the students 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. Two websites that provide more insights into further academic and professional development in this field are [www.mba.com](http://www.mba.com) and [www.cfainstitute.org](http://www.cfainstitute.org). 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 124 or 125, and 126
- Computer Science 167
- Major study in economics, mathematics, computer science, politics, psychology and/or other sciences

### Education

*Doug Juers (Physics), Abby Juhasz (Assistant Director of Community Engagement), Erin Pahlke (Psychology)*

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 Career and Community 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 Career and Community 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.wwshadowing.org](http://www.wwshadowing.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](http://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](http://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 Principles*, 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](http://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](http://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 Principles*, 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 *Introduction to 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 *Principles of Sociology*, and one additional course selected from Anthropology 201 *The Strange Familiar: Fundamentals of Cultural Anthropology*, Anthropology 228 *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 *Introduction to 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](http://www.aota.org).

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

- Biology — Biology 111 *Principles of Biology*, 112 *The Biological World*, 221 & 222 *Human Anatomy I & II and labs*, or 310 *Physiology* or 330 *Human Physiology*
- Mathematics — Mathematics 128 *Introduction to Statistics* or 247 *Statistics with Applications*
- Social sciences — Psychology 110 *Introduction to Psychology*, 240 *Developmental Psychology*, 260 *Psychological Disorders*; Sociology 117 *Principles 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](http://www.aacp.org). The following courses will satisfy the requirements for admission to most U.S. pharmacy schools:

- Biology — Biology 111 *Principles 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 *Introduction to 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 *Principles of Microeconomics*, plus two additional semesters, (Sociology 117 *Principles of Sociology*, Anthropology 201 *The Strange Familiar: Fundamentals of Cultural Anthropology* or 228 *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](http://www.apta.org). The following courses will satisfy the requirements for admission to most U.S. physical therapy schools:

- Biology — Biology 111 *Principles 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 *Introduction to 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](http://www.paeaonline.org)

The courses most frequently required for admission include:

- Biology — Biology 111 *Principles 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 *Introduction to 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](http://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](http://www.aavmc.org).

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

- Biology — Biology 111 *Principles 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 *Introduction to 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

*Advisor:* Noah Leavitt (*Director of the Career and Community Engagement Center*)

Law schools want evidence that applicants can think, read, write, express themselves orally, and understand forces that have shaped human experience, developed its institutions, and ordered its values. A wide variety of courses in the liberal arts 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, 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 is 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; 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)

*Emily Pearson, Instructional & Research Services Librarian (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 Chaplin)*

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. *Chair of the Faculty: Rebecca Hanrahan.*

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. *John Cotts, Chair*

DIVISION II: Humanities and Arts: Departments of Art, Art History, 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. *Albert Schueller, 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 2022-2023 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 the start of the Fall term. Registration. 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 require additional attention to their writing skills. This information will be added to student's academic evaluation, and students should plan to take RWPD 170 in their first year (and preferably their first semester). 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, 224, 225,  
228, 233, 238, 240, 246, 257, 258, 306, 313, 320,  
321, 345, 350, 358

Art History 135, 143, 146, 210, 248, 257, 260, 325,  
353, 356, 357, 495

Asian and Middle Eastern Studies — all courses

|   |   |
|---|---|
| BBMB 430  | Interdisciplinary Studies 220, 230, 240, 300  |
| Chinese — all courses   | Japanese — all courses  |
| Classics 200, 205   | Latin — all courses   |
| Economics 258, 266, 345   | Music 115, 129, 160, 258, 310, 354, 360   |
| English 245, 246, 346, 376  | Philosophy 110, 216, 218, 219, 222, 235, 247, 251, 318, 340, 360, 365, 461  |
| Environmental Studies 205, 306, 335, 339, 345, 350  | Politics 114, 119, 207, 228, 250, 254, 255, 260, 301, 308, 311, 312, 325, 330, 333, 334, 349, 350, 359, 363, 365, 367   |
| Film and Media Studies 255, 305, 307, 340, 345, 350   | Psychology 218, 231, 239, 309, 311  |
| French and Francophone Studies — all courses (except 491, 492)  | Race and Ethnic Studies— all courses  |
| Gender Studies — all courses  | Religion 100, 103, 109, 110, 115, 116, 117, 134, 153, 154, 160, 170, 205, 207, 208, 209, 213, 214, 217, 219, 221, 222, 223, 224, 225, 236, 245, 250, 251, 260, 270, 290, 291, 292, 304, 305, 307, 310, 321, 325, 347, 350, 358, 370 |
| German — all courses (except 352, 391, 392)   | Rhetoric, Writing and Public Discourse 250, 270   |
| Global Literatures 210, 222, 225, 230, 301, 305, 309, 312, 320, 322, 325, 328, 338, 395, 407  | Sociology 110, 117, 205, 209, 229, 235, 257, 258, 259, 267, 269, 270, 251, 271, 278, 279, 290, 309, 310, 325, 337, 360, 369   |
| Greek — all courses   | Theater and Dance 118, 210, 250   |
| Hispanic Studies — all courses (except 491, 492)  |   |
| History 109, 110, 112, 121, 127, 128, 188, 205, 208, 209, 210, 214, 215, 217, 218, 219, 220, 223, 225, 230, 235, 241, 243, 246, 247, 248, 254, 264, 265, 267, 268, 280, 283, 286, 287, 288, 300, 302, 310, 313, 314, 319, 322, 323, 332, 344, 348, 349, 360, 364, 366, 370, 384, 393, 394, 395, 494 |   |

*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                         | Environmental Studies 314, 319, 347 |
| Art History — all courses                 | Film and Media Studies 260, 360     |
| Classics 224, 319, 377                    | French 260                          |
| English 150, 250, 251, 252, 320, 321, 322 | History 224                         |



Music — all courses  
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, 224, 225, 345, 350   | Global Literatures — all courses  |
| Art History — all courses  | Greek — all courses   |
| Art 114  | Hispanic Studies — all courses  |
| Asian and Middle Eastern Studies 105, 106, 301   | History 180, 215, 224, 225, 226, 313  |
| Chinese — all courses  | Japanese — all courses  |
| Classics — all courses (except 400)  | Latin — all courses   |
| English (except 150, 250, 251, 320, 321, 322, 389)   | Music 297, 298, 299   |
| Environmental Studies 202, 203, 205, 217, 226, 227, 230, 235, 247, 308, 335, 339, 340, 345, 347, 349, 350, 358, 360, 365 | Philosophy — all courses (except 200, and 488)                                    |
| Film and Media Studies — all courses (except 260, 360)   | Politics 121, 260   |
| French and Francophone Studies — all courses   | Race and Ethnic Studies 225, 230, 305, 325  |
| Gender Studies 250, 330, 331   | Religion — all courses  |
| German — all courses (except 352)  | Rhetoric, Writing and Public Discourse — all courses (except 110, 205, 263)       |
|  | Theater and Dance 118, 210, 218, 234, 235, 250, 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, 215, 220, 275

Economics 227, 327, 479

Environmental Studies 207

Mathematics 124, 125, 126, 128, 215, 225, 247

Music 426

Philosophy 200, 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, 210

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

Geology — all 100 and 200-level courses (except 140, 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 306, 307, 322 329, 345, 350, 362

Gender Studies 330, 331

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, 224, 225, 260, 325, 350

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

Charles F. McKhann  
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 228, 304, 306, 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: George**

**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**

**Not offered 2022-23**

**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****Fall****Blavascunas****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 as cultured, rational, a group of nations, and democratic. How is European geography lived, constructed and contested by a multitude of actors, institutions, and ideologies? Where has ethnography stood on matters of the far-right and notions of blood, roots, and soil. The course examines recent ethnographic debates within ethnographies that question the status of Europe as a category with an essential meaning. Course draws examples from the politics of memory and forgetting, migration, ethnic conflict and war, and the metamorphosis of post-socialist societies in Eastern Europe, and the cultural politics of European integration within the European Union.

**210 Bring Out Your Dead: Anthropology of Death and Dying****Not offered 2022-23****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 2022-23****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.

### **224 Anthropology of Religion**

**Not offered 2022-23**

**4 credits**

This course explores lived religions through an anthropological lens. Through a wide range of ethnographic readings both classical and contemporary, we will delve into topics like myth, ritual, magic, witchcraft, ghosts, healing, religious experience and social movements, while examining how religion intersects with politics, race, gender/sexuality, and economics in diverse socio-cultural contexts. Through the course, we will also take stock of how theories of religion have been integral to the development of anthropological thought, contributing to comparative methodologies and cross-cultural ethnography. In addition to learning about global religious cultures, students will design a locally-focused research project to better understand our own region's religious landscape. May be elected as Religion 224.

### **225 Global Christianity**

**Spring**

**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.

### **228 Medical Anthropology**

**Fall**

**Pribilsky**

**4 credits**

This course serves as an introduction to medical anthropology – addressing a wide range of topical, theoretical, and research aspects of this broad subfield. Medical anthropology begins by challenging and moving beyond the narrow, often clinical, focus of the biological dimension of illness and healing to consider how illness, disease, health, and healing are always embedded within distinct social, political, and cultural worlds. Through the application of ethnographic case studies, we’ll move and compare classic formulations of medical anthropology including sorcery, divination, and shamanism with more recent concerns with the impact and influence of scientific thinking and medical technologies, addressing the cultural implications of everything from epigenetics to CAT scans. Throughout the course, We will pay close attention to the intersections of biology and culture, including ongoing dialogues (and debates) between anthropology and biomedicine. Course activities will include reading ethnographies, small ethnographic research projects, and exams. . May be taken for credit toward the Race and Ethnic Studies major or minor.

### **240 Global Indigeneities**

**Not offered 2022-23**

**4 credits**

This course focuses on Indigeneity as both an intellectual project and an in-the-world force shaping the lives of Indigenous peoples, including their cultural practices, resistance, and activism. The course will begin with an explanation of varied and often contested genealogies of Indigeneity and Indigenous identity across time, geography, political contexts, and different fields of study (e.g., anthropology, history, political philosophy and theory). Adopting a global perspective, topics will include Indigenous peoples' struggles for autonomy and survival; self-determination and political status under international law; the UN Declaration on the Rights of Indigenous Peoples and Permanent Forum on Indigenous Issues; land struggles and the protection of natural resources; cultural resurgence and revival of select traditions; and varied forms of political resistance and decolonization. This course will also look at the parallels and intersections between Indigenous and Native Studies with wider movements against settler colonialism and anti-Blackness. Open to sophomores, juniors, and seniors. May be elected as Race and Ethnic Studies 240.

### **246-248 Special Topics in Peoples and Cultures**

**1-4 credits**

Any current offerings follow.

**247 ST: Land Water Justice: Envisioning the Next West****Spring/Summer****Blavascunas, Thayne****4 credits**

This field course examines land, water, and justice in the inland Northwest, with an emphasis on racial and climate justice. Students will read about connections between manifest destiny and decolonization while gaining skills in digital storytelling, oral history, and interviews. Particular emphasis will be placed on imagining just futures and how to examine practical and aspirational solutions for addressing critical problems of climate change and racial inequality. The course has a one credit spring seminar and an accompanying three credit field component in the following May/June. May be elected as Environmental Studies 303 or Politics 201. *Prerequisite:* Admission to the Program-**Just Futures/Next West Media Lab (see Special Programs section of the catalog)**. Distribution area: cultural pluralism, humanities, or social sciences.

**257 Chinese Society and Culture****Not offered 2022-23****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 2022-23****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.

**301 Fiction, Non-Fiction, and Anthropology****Fall****George****4 credits**

This course will explore how anthropological ideas and theories, both traditional and contemporary, appear in genres of writing not usually associated with anthropology, such as novels and memoirs. We will consider the strengths and weaknesses of different genres of writing for communicating anthropological findings and ideas, discuss questions of truth and knowledge in ethnographic writing, and consider the implications of our discussions for so-called 'public' anthropology. *Prerequisites:* Anthropology 101 or 201 or consent of instructor.

**304 Anthropology of Complementary, Alternative and Integrative Medicine****Not offered 2022-23****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 2022-23****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**

**Not offered 2022-23**

**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**

What can we learn from the history, ideology and practice of socialism, anarchism, and communism when thinking ecologically? Was communism uniformly destructive, marked by catastrophes like the Chernobyl meltdown or Mao's war on nature? What are the unexpected environmental surprises or sustainable aspects of socialist experiments, including those in state socialism as well as external to the state? This course provides both political theory and case studies to examine what is/was state socialism, anarchism, and the Communist Party in a global context and with special emphasis on peasants, their agricultural practices, revolutionary inclinations, and obstinacy against the state. The course draws on materials from environmental history, post-socialist anthropology, and political ecology to explore lived realities and utopian projections of the 19th, 20th and 21st centuries.

### **318 Anthropology of Design**

**Spring**

**Pribilsky**

**4 credits**

Video poker machines, water pumps in developing countries, everyday office furniture, the ubiquitous smartphone: our worlds are shaped by intentional objects and their power to inform our habits, actions, and sensations. Anthropologists have studied how the things humans make – from a stone tool to cooking pot to a bicycle – are more than their function and utility. This course is an introduction to the anthropology of design – a recent, loosely articulated field of study that bridges academic and commercial ventures in a pursuit to understand how people make, circulate, and use made objects and products. Fusing standard approaches and concerns of cultural anthropology with the eclectic field of Science and Technology Studies (STS), this class will explore diverse historical and cultural forms of how things humans make come to embody complex social trajectories. In other words, we'll look at how technologies, broadly defined, come to take on "a life of their own." We'll begin class by considering how technology shapes and is shaped by political and cultural contexts. Next, we'll move to philosophical investigations into the relationship between materials, form, and craft and finally proceed to read ethnographic case studies of design as both an expertise and an ordinary practice. All along, we will assess ways "design thinking," as an open-ended and often unpredictable process of creativity, shares affinities with anthropology's core method of ethnography. This class is a seminar with discussion (including student-directed discussion) as the primary activity. Assignments will include a short analytical essay, a mini research project on a designed object, and a semester-long group project developing a design intervention. *Prerequisites:* Anthropology 101 or 201 or consent of instructor.

### **320 Language and Nationalism**

**Not offered 2022-23**

**4 credits**

This course explores various cultural, political, and historical understandings of the connections between language and group identity, particularly national identity. In particular, it traces the histories and theoretical foundations of - and debates around - the idea of 'one language, one people' and uses ethnographic examples to consider how that idea has played out in contemporary social and political movements. May be taken for credit toward the Race and Ethnic Studies major or minor.

### **321 Anthropology of the State**

**Not offered 2022-23**

**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 2022-23**

**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.

### **330 Resistance and Refusal**

**Not offered 2022-23**

**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 2022-23**

**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 amendable to the employment of a variety of ethnographic methods. Methods may include mapping, linguistic/discourse analysis, focused observation, ethnographic interviewing, and focus groups. Technical readings on ethnographic methods, ethics, and writing will be supplemented with critical readings from anthropology and related fields germane to the particular year's topic of study. Assignments will include short papers and a final ethnographic report. *Prerequisite:* Anthropology 201 or consent of instructor.

### **339 Ethnographic Research and Writing**

**Fall**

**George**

**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. *Prerequisite:* 1 course in Anthropology or consent of instructor.

### **345 The Cultural Worlds of Mountains**

**Not offered 2022-23**

**4 credits**

“What are men to rocks and mountains?” asks Jane Austen’s heroine Elizabeth in *Pride and Prejudice*. This class takes up this question and extends it to address a variety of cross-cultural, historical, and comparative entanglements between mountains and humans. Beginning with the comparative study of mountain ecologies, we’ll look at similarities in deep time adaptation to mountainscapes (e.g., the Andes and Himalayas) focusing on ways the environment shapes biological and cultural formations. Additionally, the impact of various contemporary environmental concerns (including climate change, deglaciation, and mining) will be understood in the context of adaptation, resistance and activism. We’ll supplement work in anthropology and related fields with the meanings of mountains found in literature, poetry, film, and philosophy. From definitions of the sublime to endless pursuits to reach ever higher and more elusive summits, this course will explore the many ways mountains have shaped and been shaped by human imagination. The class will be run as a reading seminar and writing workshop. In addition to short analytic papers, over the course of the semester students will craft their own “mountain essay” using ethnographic and creative nonfiction writing approaches. May be elected as Environmental Studies 345, but must be elected as Environmental Studies 345 to satisfy the interdisciplinary course requirement in environmental studies.

### **347-348 Special Topics in Anthropology**

**1-4 credits**

Any current offerings follow.

#### **347 ST: Gender, Sexuality, Kinship, and Reproduction**

**Fall**

**De La Cruz**

**4 credits**

How has anthropology played a role in the study of human gender, sexuality, kinship, and reproduction, and how do these variables impact our understandings of social arrangements and individual identities? How does a focus on gender and sexuality enable intersectional and feminist research within anthropology, and what is considered evidence in this field? How does the placement of anthropological research within western forms of knowledge production impact the possibilities for transnational, transcultural, intersectional, feminist and decolonial critiques of the field, that both constitute and expand our understandings of sexuality, kinship, reproduction, and gender? Bringing anthropology into conversation with feminist studies, political economy, transnational, decolonial and postcolonial critique, critical race studies and queer of color critique, the course cultivates a deeper understanding of the field’s evolving questions around gender, sexuality, kinship, and reproduction, in the context of late capitalism, mediatized neoliberal economies, war, security and surveillance states, and ongoing global debates about human rights, agency, and self-determination. It is designed to offer a conceptual foundation for advanced coursework in anthropology and gender studies. May be elected as Gender Studies 300. Distribution area: cultural pluralism or social sciences.

#### **348 ST: Feminist Ethnography and Performance**

**Spring**

**De La Cruz**

**4 credits**

This course explores transnational feminist epistemologies alongside performance studies research methods, investigating the impact of a feminist approach to ethnography in performance studies, and the opportunities afforded by performance making and analysis to a feminist ethnographic practice. Texts exemplifying feminist ethnographic methods in dance and performance studies explore intercontinental connections through media, geography, and collective aesthetic and political impulses. Readings include intersectional feminist theories of the everyday, performance ethnography, and exploration of ethnographic methods (critical ethnography, dialogic co-performance, performance as research, movement analysis). Case studies cover topics addressed by feminist artists in their work (race, environment, sexuality, citizenship, disability, among others). Students train in feminist theory while engaging in critical performance ethnography praxis, thoughtful performance making, and develop skills in peer performance critique. Students undertake analyses of power and difference as they carry out a

semester-long ethnographic project and develop performed and written reports. May be elected as Gender Studies 301. Distribution area: cultural pluralism or social sciences.

### **349 Urban Life: Readings in the Anthropology of Cities**

**Not offered 2022-23**

**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.

### **350 Missionaries and other Anthropologists**

**Not offered 2022-23**

**4 credits**

Missionaries have often been understood or depicted as proto-anthropologists, as early ethnographers, or as a foil against which the field of anthropology has defined itself. Some critics have situated missionaries as anthropology’s repressed other. In this class we will explore the long encounter between Europe and the so-called New World through writings describing that encounter--writings by explorers, missionaries, naturalist-ethnologists, “Natives,” and, eventually, by professional anthropologists. We will consider material resemblances, collaborations and antagonisms, and the ways in which anthropology is both heir to and a departure from missionary practice. Special attention will be given to the anthropological missionary work of Myron Eells, son of the founder of Whitman Seminary. The course will be interdisciplinary, drawing on scholarship and methods from Anthropology and Religious Studies and works on secularism. May be elected as Religion 350.

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

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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 Race and Ethnic Studies 360.

### **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

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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****Staff****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

|                                    |   |
|------------------------------------|---|
| <i>Chair</i> , Maria Lux           | Justin Lincoln (on sabbatical, Spring 2023) |
| M Acuff (on sabbatical, 2022-2023) | Kyle Peets                                  |
| Charly Bloomquist                  | Nicole Pietrantonio                         |
| Amanda Evans                       | Emily Somoskey                              |
| Daniel Forbes                      |   |

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**

- o 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**

- o Been informed by the critical and formal discourses of the discipline(s). Learned to research in libraries, archives, galleries, and museums.

- **Communication**

- o Interpreted and expressed ideas in a wide range of sensorial, visual and verbal forms.

- **Critical Thinking**

- o 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**

- o 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
  - o Art 130 or Art 160
  - o Art History 203 and 229 (prerequisite for Art 480 and Art 490)
  - o Art 480 and 490
  - o Foundations, 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
  - o One additional course in Art History
  - o No PDF courses



- Other Notes
  - For the Art major with an Art History 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
  - 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 Art History 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 (No fee), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite:* consent of instructor. Any current offerings follow.

**102 ST: Collage in Contemporary Art: Cut-outs and Reconstructions****Fall****Somoskey****3 credits**

This course takes a look at the role of collage within modern and contemporary discourse, and its ability to enact aesthetic and conceptual transformation through fragmentation and juxtaposition. Students will engage with collage as a stand-alone medium, as well as carry collage methodologies across disciplines to explore: painting and mixed-media, digital collage, photomontage, collagraph printmaking and sculptural assemblage. Emphasis will be placed on collage as being a powerful tool in connecting art and life, generating critical dialogue, and its ability to function as a mirror of the larger political, economic, and social forces in the U.S. from the beginning of the 20th century to now. Applies to the Foundations requirement. *Fee*: \$110. Distribution area: fine arts.

**103 Foundations: Art and Public Engagement****Spring****Evans****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****Fall****Lincoln****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*: \$50.

**105 Foundations: Material Translations: Line, Space, Mass, and Motion****Not offered 2022-23****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****Not offered 2022-23****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****Spring****Peets****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****Not offered 2022-23****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****Fall, Spring****Bloomquist****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: \$135.*

**110 Foundations: Animals & Art****Fall****Lux****3 credits**

This studio course uses the subject of the animal as the basis for an exploration of approaches in making visual art. Projects utilize a variety of materials and techniques, which may include traditional 2D and 3D, digital, and time-based methods. Readings, presentations, and discussions will allow students to integrate concepts from across the curriculum and will expose students to relevant issues regarding animals from many disciplinary perspectives, including the animal in historical and contemporary art. Students will get hands-on practice creating objects/images as alternative ways of generating knowledge, analyzing and understanding their subject, and engaging with research. In the process, students will learn foundational skills in art and design, including the principles of design, creative problem-solving, and the ability to critique/interpret meaning in visual art. This class is open to all Whitman students. *Fee: \$100.*

**111 Foundations: Color Constructs****Not offered 2022-23****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 2022-23****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 2022-23****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****Lux****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****Not offered 2022-23****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****Not offered 2022-23****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, Spring****Evans****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****Evans, Forbes****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**

**Fall, Spring**

**Peets**

**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**

**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.

### **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 (No fee), Painting (\$120), Photography (\$200), Digital Printing (\$175), Printmaking (\$150), or Sculpture (\$150). *Prerequisite*: consent of instructor. Any current offerings follow.

### **215 Intermediate Drawing**

**Spring**

**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 2022-23**

**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****Not offered 2022-23****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****Fall****Evans****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****Forbes****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****Somoskey****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****Peets****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****Not offered 2022-23****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.

**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 (No fee), 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****Not offered 2022-23****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****Spring****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 2022-23****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****Not offered 2022-23****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****Fall****Evans****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****Forbes****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****Somoskey****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****Peets****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 progresses, 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****Not offered 2022-23****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.

**480 Senior Studio Seminar****Fall****Peets****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****Somoskey****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

*Chair:* Krista Gulbransen

Matthew Reynolds (on sabbatical,  
2022-2023)

Lisa Uddin

*Affiliated Faculty:*

Sarah Davies, History

Elizabeth Miller, General Studies

Kathleen J. Shea, Environmental

Humanities/Classics (on  
sabbatical, Spring 2023)

Akira R. Takemoto, Japanese

Art History (ARTH) at Whitman is an interdisciplinary curriculum focused on histories of and through art and architecture. Working with professors, campus exhibitions and collections, and a range of arts organizations, students investigate the production, circulation, reception, meaning, and impact of images, objects, and built environments. The major and minor programs offer critical study of artistic traditions, museums, and monuments; art histories of the environment, race, religion, and empire; and regional, national, and transnational visual cultures. Graduates are able to work in fields that require cross-cultural knowledge and sensitivity, such as education, museum curation and collections management, conservation and appraisal, law, journalism, and arts administration.

### Learning Goals

#### Major-Specific Areas of Knowledge

- Situate artists, movements, institutions, visual images, objects and built environments within appropriate conceptual frameworks.
- Understand artists, movements, institutions, visual images, objects and built environments within historical contexts.
- Generate original analyses of artists, movements, institutions, visual images, objects and built environments.
- Express ideas through oral and written communication.
- Know how to find and use appropriate sources and apply existing scholarship to analyzing visual images, objects and built environments.
- Students majoring in art history will demonstrate proficiency in these areas through the senior assessment (written critical review + oral object analysis).

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

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

#### The Art History major:

- 36 Credits
- Required Courses
  - Learning with/through objects and spaces: Art History 100-level courses (4 credits, with a maximum of 8 credits counted towards the major)
  - Art History 203
  - The history of art history: Art History 210, 211, 228, or 229 (8 credits, i.e. 2 courses)
  - Seminars on specific topics: Art History 300-level courses (8 credits, i.e. 2 courses)
  - Art History 490
- Electives: intermittent Art History courses, OCS, transfer credits, and appropriate Whitman courses that focus on the functions and/or production of visual culture, including all studio art courses (8 credits maximum).

- No more than 4 credits taken at the 100-level may be counted as an elective.
- A maximum of 6 credits of independent study and thesis courses in Art History may be taken as electives: Art History 291, 292, 421, 422, 493, 498
- If an Art History major and also an Art major or minor, no course may satisfy both major and minor requirements
- **Thesis:** Students interested in writing a thesis enroll in Art History 421 (2 credits) in their final fall semester to develop an independent study proposal and annotated bibliography. If approved by Art History faculty, the proposal moves to the thesis writing stage as Art History 493 (4 credits) for the senior's spring semester.
- **Senior Requirements**
  - Art History 490
  - A written critical review of a piece of art historical scholarship
  - An oral object analysis of a visual text or artifact
- **Honors in Major Study** will be conferred to students who:
  - Students do not apply for admission to candidacy for honors
  - Receive an A- or higher in Senior Thesis (ARTH 493)
  - Pass the senior assessment with distinction
  - Attain a 3.30 cumulative GPA and a 3.50 major GPA by graduation.
  - The department will notify the Registrar's Office of students attaining Honors in Major Study by the third week in April for spring honors thesis candidates, and students' registration will then be changed from Senior Thesis to Honors Thesis (ARTH 498)
  - An acceptable digital copies (2) of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

**The Art History minor:**

- 20 credits
- Learning with/through objects and spaces: Art History 100-level courses (4 credits, with maximum of 4 credits counted towards the minor)
- Art History 203
- The history of art history: Art History 210, 211, 228, or 229
- Advanced seminar: Art History 300-level course or 490
- Electives: intermittent Art History courses, OCS, and other approved Whitman courses.

**130 Photographing Difference**

**Fall**

**Uddin**

**4 credits**

This course will explore the importance of photography in the visualization of human difference from the nineteenth century to the present. Through careful analyses of lens-based images and image collections, paired with readings in photo history and criticism, we will ask how “light writing” and its discourses have confirmed, confounded, and recalibrated systems of class, gender, sexuality, race, nationality, religion, and disability. Students will be introduced to a broad range of photographic forms, including (but not limited to): ethnographic, documentary, visual art, medical, crime, war, and protest. They will also develop analytical skills for making, distributing, and looking at difference. Lecture-based with discussion posts, papers, and presentations. May be taken for credit toward the Film and Media Studies major or minor or the Art-Environmental Studies major.

**135 Architectures of Race**

**Not offered 2022-23**

**4 credits**

The built environment plays a major role in how we understand and experience race. Racial difference also shapes the buildings and landscapes we occupy and imagine. In this course, we will approach these phenomena by studying 1. how modern and contemporary architecture has enclosed, divided, circulated, and framed bodies in particular ways, and 2. how

specific architectural structures have emerged as racial formations, from the eighteenth century to present day. Topics may include: plantations, parks, skyscrapers, slums, suburbia, freeways, prisons, camps, shantytowns, and zoos. Students will acquire historical contexts and develop analytical skills for engaging both race and the built environment. Lecture-based with discussion posts, papers, and presentations. May be elected as Race & Ethnic Studies 135.

### **143 Buddhist Art in Asia**

**Fall**

**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. May be taken for credit toward the South Asian and Middle Eastern Studies major.

### **146 Art of India**

**Spring**

**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 21<sup>st</sup> 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. May be taken for credit toward the South Asian and Middle Eastern Studies major.

### **150 Architectural History of Walla Walla and Whitman College**

**Not offered 2022-23**

**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.

### **153 Transnational Interplanetary Film & Video Consciousness**

**Not offered 2022-23**

**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 or minor.

### **203 Critical Art History**

**Fall, Spring**

**Fall: Miller; Spring: Uddin**

**4 credits**

This course is a critical study of the discipline of art history. Students will examine a range of works within different cultural contexts, dating from antiquity to the present day. We will interrogate categories that have been at the center of art history as a discipline: the object, the artist, the viewer, and the institution. Our goals will be 1) to understand how social power has manifested through the idea, production, and circulation of "art" and forms of visual culture more broadly, and 2) to practice reading, writing, discussion, and sustained looking in relation to the visual field. Short papers, presentations, and/or exams are required. Required for the art history and studio art majors and minors. *Recommended prerequisite:* any Art History 100-level course. Open to sophomores and juniors, or consent of instructor.

**210 Museums and The Politics of Display****Spring****Gulbransen****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 203 or consent of instructor.

**211 Monuments and Memorials****Fall****Miller****4 credits**

Monuments have become focal points in the struggle for racial justice in the United States, particularly those honoring protagonists of the Southern Confederacy and Westward settlement. Meanwhile, through transnational movements such as #Rhodesmustfall, activists in former colonies around the world and their colonial metropolises have been demanding the removal of stone and bronze statues glorifying colonial legacies. These events have prompted a range of creative interventions that reimagine what it means to remember in and as a public. But how so, and to what end? In this course, we explore the power and limits of monuments today and in the past, and public works that differ from monuments' conventions. Key questions include: What is a monument? What is a memorial? What histories and communities do different forms of remembrance enable? Which do they make difficult? What models of memory do they imply? And what role have artists and historians played in the life cycle of these public objects and sites? Students will develop skills in visual and spatial literacy, while building historical and conceptual knowledge about this core topic in art history. Discussion-based with short assignments, site visits, and exams. *Prerequisite:* Art History 203 or consent of instructor

**224 Powerful Art/facts: Greece/Rome****Not offered 2022-23****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 2022-23****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****Spring****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 203 or consent of instructor.

**229 Art Since 1945****Not offered 2022-23****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 203 or consent of instructor.

**237 Theory and Performance****Not offered 2022-23****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 and Dance 357.

**248 Ways of Seeing: Japanese Art and Aesthetics****Not offered 2022-23****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 major or minor.

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

Any current offerings follow.

**291, 292 Individual Projects****Fall, Spring****Staff****1 or 2 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.

**325 Inventing Egypt****Spring****Miller****4 credits**

This seminar examines the various ways in which ancient Egypt has been imagined in the European, Egyptian, and American nineteenth and twentieth centuries, with an emphasis on visual culture. Egyptology, the scientific discipline that studies Ancient Egypt, emerged in the nineteenth century in tandem with “Egyptomania,” a Western obsession with all things (ancient) Egyptian. At the same time, Egyptians were struggling against European colonial intervention and vying for control over Egyptian archeology. With particular focus on the ways in which people, imagery, and discourses circulated between three continents, the course will introduce students to the history of Europe’s “discovery” of (ancient) Egypt, the use of Pharaonic imagery in the construction of Egyptian nationhood, the place Egypt occupies in museum collections and art historical narratives, the role of ancient Egypt in American racial politics, and Egypt in European and American pop culture. Discussion-based with short response papers and a longer final paper. May be taken for credit toward the Race and Ethnic Studies major or minor or the South Asian and Middle Eastern Studies major. May be elected as Classics 325. *Prerequisite:* Art History 203 or consent of instructor.

**351 Los Angeles: Art, Architecture, Cultural Geography****Not offered 2022-23****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 203 or consent of instructor.

**352 Art/Environment****Not offered 2022-23****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 203 or Environmental Studies 120 or consent of instructor.

**353 Blackness and the Arts****Fall****Uddin****4 credits**

What does blackness look, sound, and feel like? To whom does it belong? When and how has it generated value, reinforced power structures, or remade the world? This seminar investigates racial blackness through the lens of modern and contemporary art, broadly conceived. Moving between expressive objects, archives, and critical scholarship in Black Studies, Art History, and Black Visual Culture, we will study how blackness has been imagined and experienced through artistic practice since the early 20th Century. We will ask how these practices have negotiated Euro-American canons, state violence, industrial and post-industrial capitalism, environmental harm, and the politics of gender and sexuality. And we will explore and assess the possibilities of art as a channel for Black people's liberation. Topics may include: The Harlem Renaissance, black abstraction, The Black Arts Movement, Digital blackness, and Diasporic aesthetics. Discussion-based classes with presentations, regular Canvas posting, and short papers. May be taken for credit toward the Race and Ethnic Studies major or minor or the Gender Studies major or minor. *Prerequisite:* Art History 203 or consent of instructor.

**355 Indigenous Aesthetics: Native North American Art and Visual Culture****Not offered 2022-23****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 203 or consent of instructor.

**356 The Taj Mahal and Beyond: The Art and Architecture of Mughal India****Not offered 2022-23****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 203 or 146, or consent of instructor.

**357 Art of Colonial India****Spring****Gulbransen****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 203 or 146, 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****Gulbransen****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

|   |  |   |
|---|--|---|
| <i>Director</i> , Tarik Elseewi, Film and Media Studies | Charles McKhann, Anthropology                            | Wencui Zhao, Chinese                                |
| Jakobina Arch, History                                  | Lauren E. Osborne, Religion                              | Wenqing Zhao, Philosophy (on sabbatical, Fall 2022) |
| Brian Dott, History                                     | Elyse Semerdjian, History                                |   |
| Krista Gulbransen, Art History                          | Yukiko Shigeto, Japanese                                 |   |
| Donghui He, Chinese                                     | Akira R. Takemoto, Japanese                              |   |
| Hitomi Johnson, Japanese                                | Xiaobo Yuan Anthropology and Religion                    | <i>Affiliated Faculty:</i>                          |
|   | Jonathan S. Walters, Religion (on sabbatical, 2022-2023) | Shampa Biswas, Politics                             |
|   |  | Gaurav Majumdar, English                            |

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 interdisciplinary course offerings. The program offers three majors: Chinese, Japanese, and South Asian and Middle Eastern Studies (SAME).

*For descriptions of the majors, please refer to the Chinese, Japanese and SAME 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 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 200 ST: Religion and Sacred Space in China Summer 2023

Yuan

2 credits

This course will explore the proliferation of religious publics and sacred spaces in contemporary China, which saw a revitalization of religious life following Reform and Opening Up. 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 globalization and localization, spiritual revival, and the relationship between the Chinese state and religious institutions. We will pair these academic engagements with field trips to urban religious spaces in Kunming, as well as an extended road trip to sites of sacred assemblage and pilgrimage in Yunnan. These will include Tibetan and Han Buddhist monasteries, local deity temples, ancient grottoes depicting an eclectic mix of Buddhist and Daoist art, and a Chinese Catholic church, among others. *Prerequisites:* One academic year of Chinese language coursework; admission to the Whitman in China summer program.

### 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 221 Silk Roads Field Course****Not offered 2022-23****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 Zhuangzi****Spring****Zhao****4 credits**

This course is a close reading of the Zhuangzi, focusing on its “Inner Chapters” as curated by Guo Xiang (d. 312). The Zhuangzi is a wildly imaginative text featuring discussants of myriad “piping of Heaven:” from a summer cicada to a toeless amputee to the emperor of the Southern Sea to a talking skull. As philosophy, the Zhuangzi is deeply personal, sensitive, and ingenuous. Yet, at the same time, the text presents the utmost abstract and elevated thinking about the world and beyond. Furthermore, through close reading the Zhuangzi, students learn to see how foundational concepts in Western philosophy, such as the self, emotion, and well-being, could be carved out differently and the radical new possibilities of philosophy the Zhuangzian building blocks mount to. May be elected as Philosophy 338. Applies to the Ethics requirement for the philosophy major. *Prerequisite*: minimum one philosophy course or consent of instructor. Distribution area: cultural pluralism or humanities.

**365 Confucius’ Analects****Not offered 2021-22****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 elected as Philosophy 365.

**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.

# Astronomy

*Chair:* Andrea K. Dobson

Michelle Mason

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 57 credits; if no course work prior to Whitman
  - 35 credits in astronomy
  - 12 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 124 or 125, 126, and 225
  - At least seven credits from Astronomy courses numbered 200-392; one course from a related area may be approved by the department to count toward this requirement.
  - 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 124 or 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: 59 Credits**

- 22 credits in astronomy
- 24 credits in physics
- 13 credits in mathematics and statistics
- Required Courses
  - Astronomy 177, 178, 179, 310, and 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****Mason****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****Spring****A. Dobson****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 124 or 125/126 recommended.

**178 Sun and Stars****Not offered 2-22-23****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 124 or 125/126 recommended.

**179 Galaxies and Cosmology****Fall****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 124 or 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. *Recommended prerequisite:* one previous college course in astronomy.

**228 Exoplanets and the Search for Life in the Universe****Not offered 2022-23****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. *Recommended prerequisite:* one previous college course in astronomy.

**270 Astronomical Computing****Not offered 2022-23****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 2022-23****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****Mason****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, and Physics 156, or consent of instructor. *Recommended Prerequisite:* Physics 245. Offered in alternate years with Astronomy 310.

**330 Cosmology****Not offered 2022-23****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 156, or consent of instructor. *Recommended Prerequisite:* Physics 245. Offered in alternate years.

**350 Planetary Science****Not offered 2022-23****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****Mason****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****Not offered 2022-23****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****A. Dobson****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****A. Dobson****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

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. BBMB 430 applies to the cultural pluralism 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 124 or 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 and mathematics (e.g. mechanics, thermodynamics, electromagnetism, quantum physics, probability) 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, molecular motors, macromolecular conformation, signal propagation in neurons, gene expression, and vision. Includes exercises in computation; no prior coding experience assumed. Three one-hour lectures per week; weekly problem sets; exams. May be elected as Physics 324. *Prerequisites:* Physics 156 and Mathematics 225.

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

This course provides students with 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; and integration of metabolism and disease. Students will actively participate in group problem-solving, and gain experience reading and critiquing scientific journal articles. Applies to the Molecular/Cell requirement for the Biology major.

*Prerequisites:* Biology 111 and Chemistry 246.

**326 Molecular Biology****Fall****Vernon****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. Applies to the Molecular/Cell requirement for Biology majors. *Prerequisite:* Biology 205.

*Pre- or corequisite:* BBMB 325. Open to non-BBMB majors only with 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. May be elected as Physics 334. *Corequisite:* BBMB 324. Open to non-BBMB majors only with consent of instructor.

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

A semester-long team project introducing students to the core laboratory techniques and methods in protein biochemistry for characterizing a catalytic protein. Students will engage in biochemical reagent preparation, enzyme isolation and purification, enzyme and protein assays, gel electrophoresis, and immunodetection methods. Applies to 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****Vernon****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. Applies to 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 2022-23****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. Applies to 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****Juers, 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**

This course will use the practices of public health to explore the role of infectious disease on human mortality and morbidity from biomedical, social, and economic perspectives. Readings, discussion, and journal writing will focus on: epidemiology and burden of disease, the immune system and the host response to viruses, bacteria, and parasites; antimicrobial agents and drug resistance; and vaccine development and policy. Each student will work in a team to present a week-long Case Study on a disease of global importance such as COVID, influenza, dengue, HIV, malaria, or tuberculosis. *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****1-3 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  
Heidi E. M. Dobson  
Delbert W. Hutchison

Kate Jackson  
Leena S. Knight (on sabbatical, 2022-2023)  
Thomas A. Knight (on sabbatical, 2022-2023)  
Britney L. Moss

Timothy H. Parker (on sabbatical, 2022-2023)  
Matthew Tien  
Daniel M. Vernon  
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](http://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 124 or 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 of Biology or BBMB courses, or other courses that count towards the major after the major is declared.
- 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 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 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 124 or 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 272C ST: *Introduction to Computational 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*, 340 *Infection Outbreaks*, 342 *Gene Discovery & Functional Genomics*, BBMB 325 *Biochemistry*, 326 *Molecular Biology*, 335 *Biochemistry Laboratory*, 336 *Molecular Biology Laboratory*, 337 *Techniques in Biochemistry and Biophysics* and 371 ST: *Changing the Blueprint of Life*.

**Organismal Biology:** Biology 221 *Human Anatomy and Physiology I*, Biology 222 *Human Anatomy and Physiology II*, Biology 224 *Animal Development: Determination vs. Plasticity*, Biology 227 *Introduction to Nutrition Science & Metabolism*, Biology 253 *Plant Physiology*, Biology 310 *Physiology*, 315 *Comparative Vertebrate Anatomy*, 319 *Developmental Biology Seminar*, 323 *Neurophysiology*, 328 *Evolutionary Developmental Biology*, 330 *Pathophysiology*, and 338 *Evolutionary Developmental Biology Lab*

**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*, 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 2022-23**

**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: Staff; Spring: Wallace**

**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**

**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.

### **114 Tree Biology**

**Not offered 2022-23**

**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 2022-23**

**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**

**Not offered 2022-23**

**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 2022-23**

**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 and B. 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*: History 121.

### **122 Plant Biology**

**Not offered 2022-23**

**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 2022-23**

**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.

### **126 Biology for Behavioral Scientists: It's in our DNA?**

**Spring**

**Wallace, Withers**

**4 credits**

Behavior and mental life are framed by genetics, profoundly shaped by the circumstances of our development, and implemented by chemical signaling. This course is intended as a compact introduction to biological principles that complement exploration of topics like gender, nature vs. nurture, and sociality from cognitive or cultural perspectives. Topics will include genes and genomes, what it means--in operational terms-- for a cell to be alive, how information is encoded into molecular signals, how a complex animal develops from a single cell (i.e., fertilized egg), and the interactions between DNA and environment in producing complex behavior. The course offers a way for students without a 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 planning to major, minor, or attend graduate school in the life sciences, and does not substitute for Biology 111.

**127 Nutrition****Not offered 2022-23****3 credits**

An introduction to the science of nutrition with focus on how the foods we eat promote health or contribute to disease risk. We will examine the nutrients and their food sources, metabolism, and physiologic functions in order to be able to make more informed decisions on food choices. We will also consider the social, economic, and political factors that contribute to malnutrition, food (in)security and sustainability, and dietary guidelines. Students will actively participate with weekly journals, dietary and nutrition label analyses, and discussion of case studies. This course can be taken by students who have not taken any other biology course and by students requiring nutrition for entry into health professions programs.

**129 Plant Identification Lab****Not offered 2022-23****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****Fall****Hutchison****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.

**140 The Human Genome****Spring****Vernon****2 credits**

Our genome is literally what makes us human. But what exactly is our genome? How does it dictate (or not dictate) aspects of our development and health? How can we all share "the human genome", yet each be a biologically unique individual? In this class, which is intended for non-Biology majors, we will discuss what's in the genome and how it functions as the information our cells use to build a human being. Using genomics and genetics as a starting point, we'll use readings, discussion, and group projects to explore topics such as heritable diseases, stem cells, cancer, epigenetics, ancestry tests, and aspects of genome evolution.

**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: Human Biology****Fall****Sarveiya****3 credits**

This is an introductory human biology course designed for non-science majors. In this course, you will learn about the functions of various organ systems such as the nervous system, the muscular system, the cardiovascular system, the blood, the digestive system, the respiratory system, and the urinary system. At the end of each topic, we will discuss common diseases seen in these organ systems. Three lecture hours per week. Distribution area: science.

**177 Ecology of the American West****Fall****Brick****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.

**206 Genetics Laboratory****Spring****Moss****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; this lab can be taken after completion of Biology 205 or along with it. Biology 206 cannot count as elective credit for the BBMB major. *Pre- or corequisite:* Biology 205. Lab fee: maximum \$30.

**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.

**210 When is science reliable?****Not offered 2022-23****2 credits**

Science is widely recognized as an effective process for developing reliable understanding of the natural world, but science is not all equally reliable. In a number of disciplines ranging from ecology and conservation to psychology, nutrition, and medicine, there is growing recognition that certain common but 'questionable' research practices undermine reliability. In this course, students will learn about these 'questionable research practices', the statistical principles that make them 'questionable', and the institutional incentives that have promoted their use. Students will gain experience recognizing unreliable research practices and will critically evaluate scientific claims both in the scientific literature and in the popular press. Further, they will evaluate and debate proposals for practices and policies designed to reduce bias and improve reliability. This course meets once per week for 1 hour and 20 minutes. *Recommended prerequisite:* any statistics course.

**212 Natural History of the Inland Northwest****Not offered 2022-23****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****Not offered 2022-23****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 2022-23**

**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 2022-23**

**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**

**Fall**

**Sarveiya**

**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. Applies to the Organismal major requirement. *Prerequisite:* Biology 111 or consent of instructor. *Lab fee:* maximum \$30.

### **222 Human Anatomy and Physiology II**

**Not offered 2022-23**

**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. Applies to the Organismal major requirement. *Prerequisite:* Biology 111 or consent of instructor. Biology 221 is not a prerequisite. *Lab fee:* maximum \$30.

### **224 Animal Development: Determination vs. Plasticity**

**Fall**

**Withers**

**3 credits**

The way an individual animal develops is largely a product of the evolutionary history of its species. Accordingly, fundamental processes of embryonic development are largely genetically pre-programmed. Yet, the trajectory of an individual's development can be altered profoundly by the environment in which development unfolds. This course provides an introduction to basic principles of animal development, showing how the complementary approaches of embryology and molecular analyses have converged to unify the field to address long standing questions of how developmental mechanisms balance a pre-programmed process with environmental influences. Applies to the Organismal major requirement. *Prerequisite:* Biology 111 or consent of instructor.

**225 Ornithology Lab****Not offered 2022-23****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.

**227 Introduction to Nutrition Science & Metabolism****Fall****Russo****3 credits**

This course provides an introduction to the science of human nutrition. It will emphasize the ingestion and digestion of food, absorption of nutrients, and the metabolism of macronutrients (proteins, carbohydrates, lipids) and micronutrients (vitamins, minerals). We will explore how the dietary patterns of the foods we eat promote health or contribute to disease risk by examining how nutrient balance or imbalance affect cellular and physiological systems. This course is recommended for students requiring nutrition for entry into health profession programs. Applies to the Organismal category requirement for the Biology major. *Prerequisites:* Biology 111 and Chemistry 126 or 140.

**229 Plant Identification Lab****Not offered 2022-23****2 credits**

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 2022-23****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 2022-23****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.

**271 ST: Microbiology****Fall, Spring****Tien****4 credits**

Organisms at the micron scale (bacteria, archaea, and some fungi and protists) are ubiquitous, fascinating, and mysterious entities that orchestrate geochemical cycling, impact the well-being of multicellular organisms, and potentiate transformative biotechnologies. Entire microbial ecosystems thrive within a single droplet of water, persist in the barest landscapes, and survive the harshest environments. This course will explore the physiological mechanisms that microbes have evolved to inhabit almost every habitat on Earth. This course will provide a survey of biology at the microbial level and will outline specific techniques commonly used to identify, study, and

harness the power of microbial entities. We will integrate concepts from several disciplines: cell physiology, chemistry, evolution, epidemiology, and biotechnology. We will utilize microscopy, spectrophotometry, and bioinformatic tools to study and manipulate bacteria, fungi, and viruses. 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. Applies to the Organismal major requirement. May be taken for credit toward the elective area for BBMB majors. *Prerequisite:* Biology 111. Distribution area: none.

**272A ST: Marine Ecology****Fall****Yancey****3 credits**

The ocean is Earth's largest biome by far, and yet only a small fraction has been explored, with many species yet to be discovered. This course examines scientific knowledge and hypotheses regarding life in the oceans from the intertidal to the deepest trenches, with emphasis on major biotic and abiotic environmental factors in each habitat and how organisms and communities adapt to them. Marine conservation issues and human impacts will also be addressed. Applies to the Ecology/Evolution major requirement. As such, it contributes to Biology, BBMB, and Biology-ES majors. *Prerequisites:* Biology 111 and 112 (or equivalents). Distribution area: none.

**272B ST: Symbiosis****Spring****Altermann****3 credits**

From the origin of mitochondria to the phenomenon of zombie ants, symbiotic interactions 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, acquisition of metabolic pathways, development of novel symbiotic structures, partnership specificity, and coevolution. The course includes all major taxonomic groups as well as multiple scales of interaction spanning the level of molecules to the level of ecosystems. The course includes lectures, case studies, diverse assignments, and in-class discussions of the primary literature. Collaborative work is central to the structure of the course. Students who have received credit for Biology 218 may not receive credit for this course. Applies to the Ecology/Evolution major requirement. *Prerequisite:* Biology 112. Distribution area: none.

**272C ST: Introduction to Computational Biology****Spring****Tien****4 credits**

In biological research and study, there is growing demand for scientists capable of integrating computational and mathematical skills to solve complex problems. In this course, students will learn to think abstractly in their approach to solve historic biological problems through the implementation of algorithms and data structures in an object-oriented programming language (Python). To focus these skills in a biological context, students will utilize software and packages developed for biological research, such as those used to analyze large and/or complex data sets (Biopython). Students will gain the necessary syntactical skills used in computer programming that will translate into any future programming language (e.g. R-programming language). Students' programming assignments will develop their skills through paired-programming. Students will be tested on design, documentation, implementation, test-creation, and debugging. They will demonstrate mastery of the fundamentals of computer science through the completion of a final project. Applies to the Molecular/Cell requirement for the Biology major. *Prerequisite:* Biology 205. Distribution area: none.

**277 Ecology****Fall****Altermann****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****Not offered 2022-23****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 2022-23****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****Not offered 2022-23****3 credits**

The cell is the basic unit of organization of all life. Cell biology integrates principles from biochemistry, genetics, chemistry, and physiology to understand cellular processes and their regulation and to relate defects in these processes to human diseases. In this course, we will learn about the inner life of cells: how they function, grow, and die. Upon completion of this course, the student will gain a deeper understanding of 1) cell structure and functions such as gene expression, protein targeting, cell-cell signaling, cell division, and programmed cell death, 2) internal and external regulation of cellular processes, 3) human diseases that result from impaired structures such as neurological disorders, and 4) breakthrough research on diagnosis and treatment of cell diseases such as immuno-oncology therapeutics. Applies to the Molecular/Cell major requirement. *Prerequisites:* Biology 205 and Chemistry 245. *Recommended prerequisite:* Biology 112.

**304 Cell Biology Laboratory****Not offered 2022-23****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 2022-23****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 2022-23****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**

**Spring**

**Staff**

**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 2022-23**

**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 2022-23**

**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 21<sup>st</sup> Century**

**Fall**

**Moss**

**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 21<sup>st</sup> century in the same way that computer engineering did in the 20<sup>th</sup> 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**

**Spring**

**Withers**

**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**

**Fall**

**Wallace and Withers**

**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**

**Not offered 2022-23**

**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**

**Spring**

**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**

**Not offered 2022-23**

**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 2022-23****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 2022-23****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****Not offered 2022-23****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****Not offered 2022-23****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****Not offered 2022-23****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. Applies to the Molecular/Cell major requirement. *Prerequisite:* Biology 111. *Recommended prerequisite:* Biology 112.

### **340 Infection Outbreaks**

**Not offered 2022-23**

**3 credits**

Microbes are invisible killers with devastating impacts. Examples of pandemics throughout history include the bubonic plague (1346–1353) which wiped out one-third of the population of Europe, the Spanish flu (1918-1919) which claimed 50 million lives, and the COVID-19 pandemic. This course will investigate historical and modern outbreaks and their socioeconomic impacts. We will discuss in detail biology and genetics for selected examples of microbes including the bubonic plague, Spanish flu, and COVID19. 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.

*Prerequisite:* Biology 205.

### **342 Gene Discovery and Functional Genomics**

**Not offered 2022-23**

**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, transcriptomics, and genomics. We will discuss genome annotation and functional analysis by reverse genetics and other genome-based methods. Class will include reading and discussion of primary research literature, some lecture to provide background information, student presentations, and some hands-on work with genome or gene expression databases. Conceptual familiarity with recombinant DNA techniques, molecular methods, and sequence databases covered in Genetics and Genetics Lab is expected. Applies to the Molecular/Cell major requirement for Biology majors. *Prerequisites:* Biology 205 and 206 or consent of instructor.

### **350 Evolutionary Biology**

**Spring**

**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.

### **371- 374 Special Topics in Biology**

**1-4 credits**

Any current offerings follow.

#### **371 ST: Changing the Blueprint of Life**

**Spring**

**Moss**

**3 credits**

What is CRISPR and can it really cure diseases or enable designer babies? What are GMO crops and how are they made? Can genetically engineered mosquitoes safely stop the spread of disease? What is synthetic biology and how does it differ from genetic engineering? Will biological engineering come to revolutionize the 21st century in the same way that computer engineering did in the 20th century? In news stories and popular culture, we hear much discussion and rhetoric about these topics, but are often not provided with actual scientific evidence or contextualization of the issues from multiple perspectives. In this course, we will explore the biological principles that have enabled biological engineering technologies and the impact that these approaches are having on medicine, agriculture, and the environment. We will also confront the ethical, social, economic, and political implications of the use of biological engineering solutions to address major problems faced by the inhabitants of planet earth. Course-work will include: lectures to provide background information; reading and discussion of primary research literature; engaging with the portrayal of biological engineering in documentaries, film, and literature; student-led presentations; and scientific writing. Students who have already received credit for Biology

317 may not receive credit for this course. Applies to the Molecular/Cell major requirement for Biology majors.

*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**

**1-3 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**

**1-3 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  
Nathan Boland  
Jonathan Collins

Frank Dunnivant  
Marion Götz  
Machelle Hartman

Mark Hendricks  
Timothy Machonkin

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, 10 credits are required from courses in Mathematics and Statistics (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
  - Physical Chemistry: 345
  - Inorganic and Advanced Synthesis: 360, and 370
  - Mathematics: 124 or 125, 126, and 225
  - Chemistry Seminar: Chemistry 401 or 402; taken no later than the penultimate semester
  - Research/Thesis: At least two credits of Chemistry 490 or 498
  - Two of the following three options:
    - Biochemistry (BBMB) 325, 335

- Physical Chemistry 346, 352
- Instrumental Chemistry 320
  
- 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) and one year of college-level physics with a laboratory (Physics 145 or 155 and Physics 146 or 156).
  - 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 124 or 125, 126
- Physics 145 or 155
- Additional Notes:
  - No courses for the major may be taken as PDF
  - One credit of Chemistry 401 or 402
  - Majors are strongly encouraged to do a senior research project, enrolling in:
    - 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** **Hartman** **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. 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** **Boland, Dunnivant, 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. *Fee:* \$37.50

### **126 General Chemistry II**

**Spring** **D. Biswas, Dunnivant, 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. *Fee:* \$37.50.

### **135 General Chemistry Lab I**

**Fall** **D. Biswas, Dunnivant, Hendricks, Juhasz** **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** **D. Biswas, Götz, Juhasz, Machonkin** **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** **D. Biswas** **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 124 or 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.

**171, 172 Special Topics in Chemistry****1-4 credits**

Any current offerings follow.

**171 ST: Problem-Solving in Chemistry II****Spring****Hendricks****1 credit**

This course builds on the skills and strategies developed in Chem 111 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. *Prerequisite:* Chemistry 111. *Corequisite:* Chemistry 126. Distribution area: none.

**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****Spring****Götz, 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: D. Biswas****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****Fall, Spring****Collins****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 2022-23****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 Global Chemical Cycles****Not offered 2022-23****3 credits**

Chemical cycling is integral to many global processes: water cycling sustains life, mineral nutrients move from rocks to open oceans, carbon cycling regulates climate, and weather and water transports synthetic compounds from pole to pole. This course will apply basic chemical principles (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: CO<sub>2</sub> 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.

**330 Asymmetric Organic Synthesis****Spring****Collins****2 credits**

This course will focus on topics in modern organic chemistry with an emphasis on asymmetric transformations. Themes from Chemistry 245 & 246 will be expanded to include advanced discussion of structure, reactivity, and selectivity. Issues such as steric sensitivity and stereoselectivity will be discussed using examples of key transformations drawn from the chemical literature. In these discussions, students will gain an appreciation for the strategic application of asymmetric methods in organic synthesis. Active participation in class discussion and the presentation of work will be a significant component of this class. *Prerequisite:* Chemistry 246.

**333 Drug Design****Not offered 2022-23****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 2022-23****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 their behavior. The specific focus is on the quantum behavior of matter as it pertains to atomic energies, bonding, reactivity, and spectroscopy. The course will also include the use of applied mathematical techniques and spectroscopic analyses of representative systems to provide concrete examples and applications of the

course material. Meets four hours per week. *Prerequisite:* Chemistry 126 or 140. *Pre- or corequisite:* Mathematics 225 or consent of the instructor. One year of high school physics or one semester of college-level physics is highly 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 their behavior. The specific focus is on classical thermodynamics, statistical mechanics, and kinetics as applied to chemical systems from both a macroscopic and microscopic perspective. Meets three hours per week. *Prerequisite:* Chemistry 126 or 140. *Pre- or corequisite:* Mathematics 225 or consent of the instructor. Chemistry 345 and either one year of high school physics or one semester of college-level physics is strongly recommended.

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

A physical chemistry laboratory exploring the topics covered in the physical chemistry lecture sequence in addition to other areas of physical chemistry. Connections between physical chemistry and other subfields of chemistry will be highlighted through experiments related to spectroscopy, thermodynamics, and/or reaction kinetics. Experimental design will be considered in depth, and the course will emphasize critical engagement with the scientific literature and formal scientific writing. One three-hour laboratory per week. *Prerequisite:* 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**  
**Fall** **Machonkin and Collins** **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 2022-23** **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**

**Fall**

**D. Biswas**

**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 2022-23**

**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.

### **460 Bioinorganic Chemistry**

**Spring**

**Machonkin**

**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 be inquisitive and reflective global citizen.

**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 excluding honors project
- 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 Presentation
- **Non honors does not require a thesis**

- Honors
  - Submit a Honors in Major Study Application
  - Must submit their thesis proposal by the beginning of 7th week in the first semester of the student's senior year to AMES.
  - 87 college credits before their senior year
  - at least two semesters of residency at Whitman
  - an accumulative GPA of at least 3.300 of all the courses taken at Whitman
  - major GPA of at least 3.500
  - complete a written thesis for the satisfaction for the program
  - receive a grade of A- or above for the honors thesis (Chinese 498)
  - earn "Passed with Distinction" on oral exam of the thesis
  - file acceptable copy(ies) of the thesis in the college library no later than the published deadline
  - 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 Literatures 387 *ST: Concepts of Nature in Chinese 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 109 <i>Historical Roots of East Asia</i>  |
| Anthropology 220 <i>China Now</i>   | History 110 <i>East Asian History 1600 to the Present</i>                                 |
| Anthropology 257 <i>Chinese Society and Culture</i>   | History 246 <i>Food Ritual &amp; Performance: Cultural History in Late Imperial China</i> |
| Anthropology 347 <i>ST: Culture, Politics, and Ecology in Southwest China</i>                       | History 247 <i>Early Chinese History</i>  |
| Japanese 400/Global Literatures 222 <i>Introduction to Modern Japanese Literature and Culture</i>   | History 300 <i>Gender in Chinese History</i>  |
| Global Literatures 225/Japanese 425 <i>Exploring Human-Nonhuman Dynamics in Japanese Literature</i> | History 344 <i>China in Revolution</i>  |
| Global Literatures 312 <i>Solitude and Literary Imagination</i>                                     | History 348 <i>Horseriders and Samurai: Comparisons in Early Modern East Asia</i>         |
| Global Literatures 322 <i>Eccentric Monks and Hermits in Japan</i>                                  | Philosophy 110 <i>Introduction to East Asian Philosophy</i>                               |
| Global Literatures 325 <i>Imagining Community Through Contemporary Japanese Fiction and Film</i>    | Philosophy 251 <i>Chinese Philosophy and Contemporary Issues</i>                          |
| Global Literatures 328 <i>Haiku and Nature in Japan</i>   | Philosophy 339 <i>ST: Confucius' Analects</i>   |
| Global Literatures 387 <i>ST: Concepts of Nature in Chinese Culture</i>                             | Philosophy 340/AMES 301 <i>ST: The Analects</i>   |
|   | Philosophy 360 <i>Asian Philosophy of Women, Gender, and Sexuality</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. *Prerequisite for Chinese 106:* Chinese 105 or consent of instructor.

**110 Conversational Chinese I****Summer 2023****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****Summer 2023****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****Summer 2023****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.

**410 Reading in Chinese Literature and Television Drama****Fall****He****4 credits**

This course reads representative works of contemporary Chinese literature and television drama in Chinese. Students will read texts slightly above their comfort level without resorting to translations. Drawing on works by Chinese, Taiwanese, and Hong Kong authors, this course surveys the entire Chinese-speaking world and its vastly different historical, cultural, geographical and social norms embedded in literary texts. The class combines brief lectures with group discussions, peer tutorials, and student-instructor consultations. Means of evaluation include book reports, presentations and examinations. *Prerequisite:* Chinese 406 or equivalent or consent of instructor.

**417 Walking the Talk: Chinese-English Translation****Fall****He****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****He****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.

**498 Honors Thesis****Fall, Spring****He****4 credits**

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

The program in Chinese also includes courses in English. These classes are listed in the *Global Literatures* section of the catalog.

## Classics

*Chair:* Kathleen J. Shea (on sabbatical, Spring 2023)  
Anna Conser

*Affiliated Faculty:*  
Sarah H. Davies, History  
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 (not 400).

**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, 180, 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, 180, 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, 180, 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 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 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, 180, 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

**116, 117 Special Topics in Classical Studies**

**4 credits**

Any current offerings follow.

**116 ST: Religion and Disability in the Ancient Mediterranean**

**Fall**

**Smith**

**4 credits**

This course explores disability within the context of religion in the Ancient Mediterranean world. We will investigate the ways ancients constructed, navigated, and responded to physical differences through a variety of religious means. From Ancient Jewish and Christian texts to Greek and Roman temples, the Ancient Mediterranean provides a wealth of evidence for the diverse ways disability and healing could be understood and deployed. The course will introduce a wide range of sources for thinking about the complicated history of disability and religion, and we will reflect on how these histories have contributed to our perceptions of ability and disability today. May be elected as Religion 118. Distribution area: cultural pluralism or humanities.

**130 Ancient Mythology**

**Fall**

**Staff**

**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**

**Staff**

**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.

**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****Fall****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 2022-23****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 2022-23****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 224 or History 224.

**226 Concepts of Nature in Greek and Roman Thought****Not offered 2022-23****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****Spring****Davies****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.

**300 Special Topics in Classical Studies****4 credits**

Any current offerings follow.

**300 ST: Empire and Religion: From Colonial Diaspora to Cultural Appropriation****Spring****Smith****4 credits**

This course employs a comparative approach to the study of religion to investigate the various ways that religions deemed “foreign” within particular social contexts engage with their cultural world. The course considers the roles of colonized cultures in the Euro-American invention of “religion,” the religious practices of diasporic groups from the Ancient Mediterranean to the Modern Caribbean, and Ancient as well as modern appropriations of religious practices seen as exotic. Students will engage with primary and secondary sources from a diverse set of cultural encounters and will be challenged to consider these phenomena in both analytical and ethical terms. May be taken for credit toward the South Asian and Middle Eastern Studies major or the Race and Ethnic Studies major or minor. May be elected as Religion 387. Distribution area: cultural pluralism or humanities.

**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 2022-23****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 2023 course.

### **325 Inventing Egypt**

**Spring**

**Miller**

**4 credits**

This seminar examines the various ways in which ancient Egypt has been imagined in the European, Egyptian, and American nineteenth and twentieth centuries, with an emphasis on visual culture. Egyptology, the scientific discipline that studies Ancient Egypt, emerged in the nineteenth century in tandem with “Egyptomania,” a Western obsession with all things (ancient) Egyptian. At the same time, Egyptians were struggling against European colonial intervention and vying for control over Egyptian archeology. With particular focus on the ways in which people, imagery, and discourses circulated between three continents, the course will introduce students to the history of Europe’s “discovery” of (ancient) Egypt, the use of Pharaonic imagery in the construction of Egyptian nationhood, the place Egypt occupies in museum collections and art historical narratives, the role of ancient Egypt in American racial politics, and Egypt in European and American pop culture. Discussion-based with short response papers and a longer final paper. May be taken for credit toward the Race and Ethnic Studies major or minor or the South Asian and Middle Eastern Studies major. May be elected as Art History 325. *Prerequisite:* Art History 203 or consent of instructor.

### **377 Ancient Theater**

**Not offered 2022-23**

**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.

### **400 Transforming Classics**

**Fall**

**Shea**

**1 credit**

The study of the ancient Mediterranean world belongs to everyone, everywhere. In this course, students will interact online with leading and rising voices in the field of Classics and learn how they are transforming approaches to the ancient world and its continued impact, in ways that are critically engaged and committed to social justice. Students will confront, interrogate and critique the authorized narratives of Greco-Roman antiquity and its tradition and will explore how practicing knowledge of the past can lead to lives of purpose. This speaker series will be available to all members of the Whitman community. Students registered for the course will prepare readings assigned by the speaker, compose discussion questions, attend talks and discussions, and complete a final collaborative project. Graded credit/no credit.

### **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**

**Staff**

**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 2022-23**

**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**

**Staff**

**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**

**Staff**

**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**

**Staff**

**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**

**Staff**

**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  
Jordan Wirfs-Brock

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 34 credits.

### The Computer Science major:

- 30 credits (37 credits with neither prior credit for Mathematics 125 nor 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 124 or 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, CS majors are encouraged to take additional courses in Mathematics and Statistics, particularly Mathematics 240 (Linear Algebra) or 247 (Statistics with Applications)
  - No PDF after declaration
  - No independent study may be used
- Senior Requirements
  - 495 and 496
  - Written and Oral examinations

- 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:** The requirements are fully described in the *Mathematic and Statistics* listing of the catalog.

**The Geology-Computer Science combined major:** The requirements are fully described in the *Geology* listing of the catalog.

**100-104 Special Topics in Introductory Computer Science**

**1-4 credits**

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

**167 Introduction to Computational Problem Solving**

**Fall, Spring**

**Fall: Davis, Kumar; Spring: Kumar**

**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. Any current offerings follow.

**200 ST: Machine Learning**

**Spring**

**Kumar**

**3 credits**

Machine Learning (ML) has become a dominant problem-solving technique in the modern world. It has become an indispensable part of our lives because of its wide applications. From search engines to social networking sites, smart home assistants, online shopping sites, video and music sites, and self-driven cars, all are using ML to provide better services to users. This course introduces principles and algorithms of machine learning for building

real-world applications. In this course, students will build various machine learning models using regression, classification, deep learning, and clustering techniques. The students will implement these concepts in Python by using supervised and unsupervised learning. This course introduces the data-driven problem-solving approach instead of the traditional algorithmic way of solving a problem. May be taken for credit toward the Data Science minor. *Prerequisite:* Computer Science 167. Distribution area: none.

### **210 Computer Systems Fundamentals**

**Spring**

**J. Davis**

**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 or 270.

### **215 Introduction to Data Science**

**Fall, Spring**

**Fall: Ptukhina; Spring: Wirfs-Brock**

**4 credits**

An introduction to the approaches and tools of exploratory data analysis and visualization. Through a series of projects, we explore large data sets through methods like cleaning, filtering, sorting, boolean selections and merging. As large amounts of data typically are stored in lists, we use algorithmic thinking to transform raw data into usable form. We develop hypotheses and supporting visualizations to tell the story of the data. We learn and practice technical communication in both oral and written form. Through a series of readings and discussions, we learn best practices for the ethical use of data and how to identify problematic uses of data in society. May be elected as Mathematics 215. *Prerequisites:* Computer Science 167 or 270; Mathematics 124 or 125.

### **220 Discrete Mathematics & Functional Programming**

**Fall**

**J. 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 or 270, Mathematics 124 or 125.

### **255 Computer Simulation Methods**

**Not offered 2022-23**

**3 credits**

From the earliest days of electronic computers, some of the most pressing applications involved not just organization and processing of data, but digital replication of scenarios in the physical world to improve our understanding or make decisions. Computer simulation allows us to conduct virtual experiments that would be impossible, expensive, or unethical to conduct in the physical world, but answer critical questions that could arise from almost any academic discipline. This course will examine a range of simulation methods, such as N-body, finite difference, discrete event, and actor-based modeling. Students who have already completed Computer Science 270 are strongly encouraged to concurrently enroll in Computer Science 355. *Prerequisite:* Computer Science 167 or 270.

### **267 Human-Computer Interaction**

**Spring**

**Wirfs-Brock**

**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****Fall: Kumar, Stratton; 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: Intelligent User Interfaces****Spring****Bares****3 credits**

How do text message apps suggest how you might reply to a friend? How do computers beat humans at playing games? How can computers create art? How do robots sense their world and plan their movements? Learn how to apply artificial intelligence techniques such as natural language processing, heuristic search, recommender systems, and computational creativity. Apply iterative, human-centered design approaches to create interactive experiences that exhibit intelligent behavior or adaptive behaviors to improve accessibility. Learn how to create interactions using several different modalities such as two-dimensional graphics, motion-sensing input, eye-tracking input, and immersive projection displays. Course activities will include lecture, hands-on tutorials, iterative design activities, written quizzes, and a team project. *Prerequisite:* Computer Science 270. Distribution area: none.

**310 Computer Systems Programming****Fall****Stratton****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****Spring****Stratton****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 data centers. 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****J. 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****Davis****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 2022-23**

**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; Computer Science 167 or 270.

### **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.

### **355 Optimizing Simulation Methods**

**Not offered 2022-23**

**1 credit**

This course extends Computer Science 255, Computer Simulation Methods, with a focus on algorithms and data structures for improving the efficiency of computer simulations. Techniques may include Barnes-Hut spatial data structures, Next-Reaction methods for discrete event simulations, and distributed computing. *Prerequisite:* Computer Science 270. *Corequisite:* Computer Science 255.

### **360 Interactive Computer Graphics**

**Fall**

**Bares**

**3 credits**

An introduction to computer graphics covering 2-D and 3-D rendering pipelines and diverse user interaction techniques for graphics applications. Topics will include coordinate systems, geometric shapes, transformations, projection, color, lighting, shading, data visualization, and animation. Interaction techniques may include Web interfaces, immersive displays, vision systems, spatial interaction, music/sound, gesture, and tangible interfaces. We will apply these topics through a combination of hands-on and written exercises and programming with a current computer graphics library. We will read and analyze a selection of research publications that apply computer graphics in different application domains. We will analyze the societal impacts of select applications. We will implement and present a project that applies computer graphics and interaction techniques in a selected domain. *Prerequisite:* Computer Science 270.

### **370 Software Design**

**Spring**

**J. 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. Any current offerings follow.

**467 Numerical Analysis****Not offered 2022-23****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 or 270. *Pre- or corequisite:* Mathematics 240.

**481, 482 Independent Study****Fall, Spring****Staff****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, Spring****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****Fall, Spring****Stratton****2 credits**

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****Stratton****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****Stratton****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  
 Ruoning Han  
 Sied Hassen Mohamed

Marian Manic  
 Sai Mamunuru (on sabbatical, Fall 2022)  
 Rosie Mueller (on sabbatical, Spring 2023)  
 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 124 or 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 an Economics major:** A student who enters Whitman with no prior college-level work in either of these areas would need to complete Math 124 or 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 124 or 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. Four of those 12 credits would be Economics 327.
- 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 124 or 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.
  - 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, 227 (or Mathematics 128 or 247), 307 or 308
  - One additional course in Economics
- 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 124 or 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**

**Not offered 2022-23**

**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: Hassen, Hazlett; Spring: Hassen, 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**                      **Fall: Belay, Han, Manic; Spring: Belay, Han**                      **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**

**Spring**                                      **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.

### **205 An Introduction to Development Economics**

**Not offered 2022-23**                                      **4 credits**

This is an introductory course in development economics. It is a broad overview of the institutional structures, policy issues and structural challenges pertaining to developing economies. We will be exploring broad themes of poverty and well-being, agriculture, urban development, trade, sustainability and the environment, and gender. The objective is to equip students to learn more about developing economies and engage in an informed discussion about these issues. Should they choose to pursue further work in the field of development, this course is meant to act as a broad foundation or as a starting point. *Prerequisites:* Economics 101 and 102.

### **215 Behavioral Economics**

**Fall**    **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.

### **227 Statistics for Economics**

**Fall, Spring**                                      **Fall: Hassen; Spring: Mamunuru**                                      **4 credits**

An introductory course, which surveys everyday economic statistics and topics in descriptive and inferential statistics. 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 a brief introduction to linear regression methods. Assignments and coding applications in R (a statistical programming language) will be part of the course. *Prerequisite:* Economics 100 or 101, or 102.

**258 Global Political Economy****Not offered 2022-23****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****Not offered 2022-23****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 2022-23****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 2022-23****4 credits**

This course applies the tools of economic analysis to global environmental and natural resource issues such as pollution, the relationship between trade and the environment, economic growth, and resource scarcity. *Prerequisite:* Economics 100 or 101.

**293, 294 Special Studies in Economics: Intermediate Level****3-4 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.

**293 ST: Topics in Environmental Economics****Spring****Hassen****3 credits**

This course selects topics from environmental economics that are interrelated with development. It introduces students to competing perspectives on the environment and economic analysis. This course has two parts. The first part deals with environmental economics theories and measurements. This part covers reasons for market failure due to environmental problems (externalities), how we can measure environmental goods where there is no market price, and potential economic solutions including regulations, taxes, subsidies, and other policy instruments to control environmental externalities. Most of the theories and measurements will be discussed with case studies published in reputable international journals. The second part of the course is related to practical implications of the theories and measurements. It covers a range of topics including U.S. federal pollution and toxic material control policy, and environment and energy problems of developing countries. This course will enable students to obtain knowledge on local and global environmental problems and equip them with the necessary knowledge to

take part in the discussion about environmental policy from an economic perspective. May be elected as Environmental Studies 200. *Prerequisite:* Economics 100 or 101. *Recommended Prerequisite:* Economics 102. Distribution area: social sciences.

### **294 ST: Personal Finance**

**Spring**

**Manic**

**3 credits**

This course immerses students into the environment of personal financial decision making. The focus will be on issues of managing cash, creating and keeping budgets, understanding and managing debt (credit cards, student loans, car loans, mortgages), dealing with risk (insurance policies), planning for retirement and valuing financial assets (Time Value of Money applications, determining prices for stocks or bonds), managing investments (mutual/index funds, ETFs, stocks, bonds), and taxation. Students will explore these topics by interacting heavily with real-world data and scenarios as well as by learning how to use spreadsheets. *Prerequisite:* Economics 102. Distribution area: social sciences.

### **307 Intermediate Microeconomics**

**Fall, Spring**

**Fall: Ralston; 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 124 or 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 124 or 125.

### **310 Public Economics**

**Not offered 2022-23**

**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 2022-23**

**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 2022-23**

**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.

**325 Game Theory****Spring****Ralston****4 credits**

Game theory is the study of strategic decision making by autonomous and interdependent individuals. This course emphasizes the roles information and incentives play in determining strategic outcomes. Applications include free-rider problems, voting paradoxes, the tragedy of the commons, social unrest, pricing models, the effects of reputation, bargaining, and auctions. Formerly Economics 220-may not be taken for credit if completed 220. *Prerequisites:* Economics 100 or 101 and a semester of calculus.

**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 2022-23****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****Spring****Mamunuru****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 100 or 101.

**349 Wine Economics****Not offered 2022-23****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****Han****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 2022-23****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, the economics of education, and wage inequality. *Prerequisites:* Economics 307 and 327.

**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.

**394 ST: Financial Time Series Econometrics****Spring****Han****3 credits**

This course is designed to be an introduction to time series analysis and forecasting methods with focus on applications in financial economics. It introduces a set of tools and techniques for analyzing various forms of univariate and multivariate time series. These tools and techniques are used in economics and finance for asset pricing prediction, dynamic portfolio selection, risk management and asset management. Some of the main topics include basic returns data characteristics, ARMA models, Vector Autoregressive (VAR) models, testing for unit roots and cointegration, Vector Error Correction Models (VECM), Structural VAR and ARCH/GARCH models with extensions, value at risk (VaR), etc. Upon successful completion of this course, students are expected to use advanced data analysis software packages to estimate time series models. *Prerequisites:* Economics 102 and Economics 227 or Math 247. *Recommended Prerequisite:* Economics 327. Distribution area: social sciences.

**407 Monetary Theory and Policy****Not offered 2022-23****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****Not offered 2022-23****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 2022-23**

**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 227 or (Mathematics 128 or 247) and Economics 307. *Recommended prerequisite:* Economics 327.

#### **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. *Recommended prerequisite:* Economics 327.

#### **478 Urban Economics**

**Fall**

**Manic**

**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 2022-23**

**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:* Gaurav Majumdar  
Sharon Alker  
Theresa M. DiPasquale  
Scott Elliott  
Adam Gordon

Christopher Leise  
Mary Raschko  
Katrina Roberts (on Sabbatical,  
2022-2023)  
Kisha Lewellyn Schlegel  
Alzada Tipton

*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 Outcomes – 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.
- **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: 245, 246, 270, 376, and other courses as specified below.  
Fine Arts: 150, 250, 251, 252, 320, 321, 322, and 389

**Total credit requirements for the 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, 245, 246, 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 357
    - One course in American literature, chosen from 347, 348, or 349

- One course in underrepresented literatures, chosen from 245, 246, 270, 346, 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 at the 300-level or higher offered by another department on campus
- 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, 245, 246, 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 357
    - One course in American literature, chosen from 347, 348, or 349
    - One course in underrepresented literatures, chosen from 245, 246, 270, 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 Nonfiction)
  - 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 2022-23****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****A. Gordon, Staff****4 credits**

A study of the forms, strategies, voices, and visions of 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****Not offered 2022-23****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****Not offered 2022-23****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-A VT: American Horror****Fall****A. Gordon****4 credits**

What draws us to horror? From haunted houses to slasher films, gothic novels to teen vampire fiction, mindless zombies to maniacal psychopaths, the passion for scary stories has remained an indelible part of American culture, reflecting our anxieties back to us. This course takes a closer look at the tradition of horror in American culture, from 18th-century accounts of the Salem Witch Trials to twenty-first century pandemic films broadcast entirely on Zoom; classic tales by Poe, Charlotte Perkins Gilman, and Henry James to weird fiction by H. P. Lovecraft and Caitlín Kiernan; mid-century horror by Shirley Jackson and Richard Matheson, to recent masters of the form like Clive Barker, Stephen King, and Carmen Maria Machado. We'll also watch several films by directors such as John Carpenter and Jordan Peele, complementing these primary texts with theoretical readings on the nature of horror, from the romantic philosophy of the gothic to Freud's uncanny, Todorov on the fantastic to Kristeva's abjection. Finally, the course will interrogate canons of taste and art, highbrow and lowbrow, respectable "literary" fiction versus disparaged mass-market genre fiction. When you're done reading for the night, you might want to leave the light on. May be taken for credit toward the Film and Media Studies major or minor. Distribution area: humanities.

**200-B 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. Distribution area: humanities.

**200-C VT: Shifting Grounds: Writing, Exile, and Migrancy****Spring****Majumdar****4 credits**

How do displacement, difference, and transfer mark the work of migrant writers? What kinds of cultural contests, exchange, violence, and absorption do these works portray as products of migration? How do they show people negotiating these processes at times of massive social and technological change? How do the aesthetics of border-crossing writers themselves reflect the conditions of migration? We will address such questions through a study of anxious introspection, contempt, anger, melancholy, and irony, as well as attitudes to cultural confusion and mixture, in works by Joseph Conrad, Elizabeth Bishop, George Lamming, Derek Walcott, Salman Rushdie, Colm Tóibín, Edward Said, and Edwidge Danticat. May be taken for credit toward the major's "Underrepresented Literatures" requirement. Distribution area: cultural pluralism or humanities.

**200-D VT: Solving Wicked Problems: Technology, Literature, and the Brain****Spring****Alker****4 credits**

Wicked problems proliferate everywhere, from climate change to public policy, education, health, discrimination and political polarization; wicked problems are complex, contradictory and dynamic and do not fit tidy disciplinary categories. Technology is often seen as a key source of solutions, but, as we have seen over the last decade, it often brings with it biases, problematic algorithms, and ethical dilemmas. This course posits culture, and literature in particular, as a way to productively study and assess wicked problems and potential technological solutions. Since Mary Shelley penned *Frankenstein* and *The Last Man* in the early nineteenth century, literature has invited its readers to think deeply about new technologies, its possibilities and its dangers, enabling readers to model possible scenarios and evaluate risk, to place technology within the context of the human condition. This

course will begin with Bram Stoker's *Dracula* and its response to technology of the Victorian era and will then move to a plethora of recent literary works that engage with postmodern technology. This course has no prerequisites and invites students interested in all disciplines to participate. Readings will include literary works by such authors as: Charles Dickens, Ian McEwan, Susanna Clark, Patricia Lockwood, and Nnedi Okorafor. During discussions of these texts we will consider a variety of theories about how reading literature increases the imaginative capacity of the brain, and about the relationship between technology, culture, and ethics including concepts from such books as: Sheila Jasanoff's *Ethics of Invention*, Adam Greenfield's *Radical Technologies: the Design of Everyday Life*, Safiya Umoja Noble's *Algorithms of Oppression*, Paul B. Armstrong's *How Literature Plays with the Brain*, and Shoshana Zuboff's *Surveillance Capitalism*. May be taken for credit toward the Film and Media Studies major or minor. Distribution area: humanities.

### **230 Introduction to Shakespeare: Love, Sex, and Gender**

**Not offered 2022-23**

**4 credits**

From Lysander'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 2022-23**

**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 & Ethnic Studies major or minor.

### **232 Introduction to Shakespeare: Work, Wealth, and Status**

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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.

**245 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 Race & Ethnic Studies major or minor. May be taken for credit toward the major's "Underrepresented Literatures" requirement. This class also fulfills a requirement for Environmental Humanities. Distribution area: humanities or cultural pluralism.

**246 Introduction to African American Literature****Not offered 2022-23****4 credits**

A study of the forms, techniques, and traditions shared by Black writers in colonial America and the U.S. from the earliest known writing in the Eighteenth Century to the present. Topics will include the way Black writers (especially enslaved and formerly enslaved persons) forged spaces for expression in the American public sphere, debates about the appropriate qualities and purposes of "Negro Literature" in the early 20<sup>th</sup> century, the innovations and explorations of the Black Arts Movement, and representations of history and identity pertaining to African Americans in the wake of the Civil Rights Act. Aside from reading, assignments will include exams and formal essays. May be taken for credit toward the Race and Ethnic Studies major or minor. Distribution area: humanities or cultural pluralism.

**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, Majumdar; 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. Distribution area: humanities.

**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-Communities and Individuals, Unity and Disunity****Fall****Tipton****4 credits**

In this course, we will read a wide range of medieval English literature, especially focusing on the varying forms of community represented within these texts. These communities include early medieval warrior bands, the chivalric knights of the Arthurian legends, religious communities of nuns, monks, and friars, and the professional communities of the late medieval towns, the guilds. A modern stereotype of the Middle Ages is that medieval communities were a totalizing phenomenon, completely encompassing an individual's identity and experience. This is sometimes offered as a contrast to modern life's putative lack of community. Somewhat related is the incorrect assumption by some that the Middle Ages was culturally homogenous, recently used in ways that are harmful to our current community/communities. We will examine the literature in order to gain a better and more accurate perspective on community in the Middle Ages and in our own era. We will have fun reading the wonderfully weird literature of the era and we will enjoy the great variety of genres, including prose, poetry, and drama. No experience reading medieval literature is necessary, and we will focus on the opportunities for

expanding the skills of close reading and persuasive writing that medieval literature provides. Distribution areas: humanities.

### **337 VT: Warriors, Queens, and Enchanters: Elizabethan Poetry**

**Spring** **DiPasquale** **4 credits**

In the poetry of Elizabethan England, as in our own time, imaginative fictions both mirror reality and distort it; poetry is shaped by history but also gives birth to it. Beginning with an exploration of how Queen Elizabeth I represented herself in writings and speeches throughout her reign, we will then turn to late Elizabethan poetry—poems written during the later years of the Virgin queen’s long reign, including pieces by Raleigh, Donne, and the Countess of Pembroke. We’ll focus particularly on Edmund Spenser’s lush epic romance *The Faerie Queene*. Dedicated to Elizabeth, Spenser’s richly textured tale of knights and sorceresses, monsters and princesses is delightful in its own right. But it’s also a complex moral, historical and religious allegory. To read it is to enter into a magical world of the imagination and, at the same time, to immerse oneself in the realm of Elizabeth.

*Recommended prerequisite:* One 100- or 200-level literature course. Distribution area: humanities.

### **339 VT: Romantic Poetry: Literary Revolutions**

**Fall** **Alker** **4 credits**

This class will explore the reconstruction of poetic genres by the major Romantic poets (Wordsworth, Blake, Coleridge, Shelley, Keats, Byron) in response to literary, cultural, and political revolutions. We will place their work in their historical context, looking at how their poetic theories interact with and resist the works of their literary predecessors, paying particular attention to the representations of the natural and supernatural worlds. The Romantic poets did not write in a void, so we will place the work of the Romantics alongside the diverse voices of many of their contemporaries. The emergent voices with which we will engage will include working-class poetry; regional poetry; the work of women writers; abolitionist poetry; and antiquarian and gothic poetry. Distribution area: humanities.

### **341 VT: Modernist Deviance and its Legacies**

**Fall** **Majumdar** **4 credits**

As modernism offers several shocks to aesthetic conventions, it also revises moral orthodoxy. We will consider literary revisions of different kinds of propriety, while studying various factors that provoked the condemnation of modernist texts as dangerous or ethically “deviant.” Further, the class will trace the legacies of modernist deviance in contemporary literature, in a film by Terry Gilliam, and in excerpts from British popular music. Distribution area: humanities.

### **346 African American Historiographic Fiction**

**Fall** **Leise** **4 credits**

Historiography involves examining how facts, people, and events get crafted into narratives, as well as how those stories are interpreted and perpetuated or revised over time. This class will focus on 20th- and 21st-century novels by African American writers that call attention to specific elements of America’s complex history; we will pay particular attention to the ways the selected books reintroduce overlooked figures and under-covered ideas and occurrences, recalling or re-imagining often surprising ways of being in community, of seeing the world, and of living expansively at various points of American history. While there are no prerequisites, some familiarity with African American writing or English 246 is suggested. 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.

### **347-349 Studies in American Literature**

**4 credits**

One special topics course, ENGL 347, with a topic that will vary every year, will examine one area of American literature in depth. ENGL 348 covers early and middle American literature. ENGL 349 covers rotating Variable Topics on major movements in modern and contemporary American writing in alternating years: one focuses on literary representations of the built environment, and the other considers literature influenced by or addressing Christianity and Christian themes.



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.

### **347 VT: American Protest Literature**

**Spring**

**A. Gordon**

**4 credits**

This course examines the long history of American protest literature to ask how literature has promoted social justice in the past and how it might continue to do so in the future. Spanning centuries, we'll ask a series of fundamental questions: How does literature effect social and political change? How have authors conceived of the activist potential of fiction and poetry? How might literature offer us a history of social movements? To navigate these questions, we'll read texts by a range of authors from Harriet Beecher Stowe, Henry David Thoreau, and Charlotte Perkins Gilman to John Steinbeck, James Baldwin, Audre Lorde, and Tony Kushner. Concluding with works like Claudia Rankine's *Citizen*, Paul Beatty's *The Sellout*, and hip hop by Kendrick Lamar, Beyoncé, and others, we'll ask what a literature of resistance might look like in the twenty-first century. Distribution area: 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. Distribution area: humanities.

### **349 VT: American Literature of the Modern and Contemporary Environment**

**Spring**

**Leise**

**4 credits**

A study of select American literary works across genres that consider how humans have influenced and been influenced by changes to our physical environments, as well as how we talk about and name our effects on this planet (i.e., "public works" and "infrastructure"). Topics may include Anglo-normative notions of land "improvement"; the effects of fencing, railroads, and paved streets on communities and nationhood; our dependence on electrification and creation of the electrical grid, especially including river dams; the development of container shipping and the advancement of globalization; and how we live with our trash. In all cases, we will consider how US modifications of the "natural" world affect minoritized populations and peoples, as well as major movements including modernism and postmodernism. Authors may include H.D., Elizabeth Bishop, Ken Kesey, Colson Whitehead, Robert Hohn, Ruth Ozeki, Elizabeth Bradfield, Karen Russell, and others. Distribution area: humanities.

### **350 Chaucer**

**Not offered 2022-23**

**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. Distribution area: humanities.

### **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:

### **353 VT: Magic, Witchcraft, and the Supernatural in Shakespeare's Plays**

**Spring**

**DiPasquale**

**4 credits**

Theatre is a form of magic, and dramatic literature is its book of spells. William Shakespeare was a skilled magician, a sorcerer whose dramatic conjuring continues to entrance readers and audiences. In this course, we will study the rhetorical sleight of hand, dramaturgical illusions, and poetic wizardry underlying such plays as *A Midsummer Night's Dream*, *Richard III*, *Macbeth*, and *The Tempest*, as well as elements of magic and the supernatural in those plays. We will approach the study of Shakespeare's art through 16<sup>th</sup>-century primary texts on magic and the occult, as well as 20<sup>th</sup>-21<sup>st</sup>-century theoretical and critical texts on myth, archetype, and performance theory. Distribution area: humanities.

### **357 Milton and the Idea of Freedom**

**Not offered 2022-23**

**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: Shameclosing Eyes: Theories of Unembarrassment**

**Spring**

**Majumdar**

**4 credits**

The "avid, shameclosing eyes" of a hungry cat in James Joyce's *Ulysses* reflect the novel's own appetite for experience and resistance to shame. This course will study such appetite and resistance in works that question logics of propriety. Framing our inquiry with Friedrich Nietzsche's *The Gay Science* and *On the Genealogy of Morals*, we will consider arguments by Sigmund Freud, Johan Huizinga, Michel Foucault, Adriana Cavarero, Hélène Cixous, Edward Said, Adam Phillips, and Amia Srinivasan. Alongside, we will discuss fiction by Joyce, Lisa McInerney, and Salman Rushdie; movies directed by Preston Sturges and Bruce Robinson; and songs by Marlon Williams. 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 Failures in Anti-Colonial Literature**

**Spring**

**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 literary works, as well as theoretical claims from a wide range of anticolonial thinkers, 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 Ethnic Studies major or minor. Distribution area: cultural pluralism or humanities.

### **377 Rhetorical Bodies**

**Spring**

**McDermott**

**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 Gender Studies major or minor or the Race and Ethnic Studies major or minor. May be elected as Rhetoric, Writing & 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.

### **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: The Sonnet**

**Fall**

**DiPasquale**

**4 credits**

Short and often anything but sweet, the sonnet is a restrictive form that has challenged poets from the late Middle Ages to the present day. We will explore the ever-evolving sonnet tradition as it is shaped and re-shaped by English-language sonneteers across time, space, and culture. We will read critical and theoretical texts on the sonnet form as well as sonnets and sonnet collections by such canonical writers as William Shakespeare, John Donne, John Milton, Charlotte Smith, John Keats, William Wordsworth, Gerard Manley Hopkins, Gwendolyn Brooks, and A. K. Ramanujan, as well as by many contemporary poets, including- Rita Dove, Terrance Hayes, Kimberly Johnson, Diane Seuss, and Monica Youn. *Prerequisite:* English 290. Distribution area: humanities.

## **COURSES IN CREATIVE WRITING**

### **150 Introductory Creative Writing**

**Fall, Spring**

**Elliott, K. Schlegel, Staff**

**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****Staff****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****Staff****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: Extraordinary Visions****Fall****Elliott****4 credits**

This writing-intensive course will focus on the work of writers whose fictions conjure strange worlds and happenings, which, while departing from the conventions of traditional realism, nevertheless deliver important

information about the world in which we live. After immersing ourselves in the bizarre fictional worlds these authors have created, we will write original fictions inspired by this immersion. Works by the following authors may be included: Nikolai Gogol, Franz Kafka, Jorge Luis Borges, Gabriel Garcia Marquez, Italo Calvino, Kurt Vonnegut, Donald Barthelme, Shirley Jackson, Angela Carter, Ursula K. Le Guin, Haruki Murakami, Steven Millhauser, Aimee Bender, Lydia Davis, George Saunders, Kelly Link, Karen Russell, and others. *Prerequisite:* English 250, 251, or 252 or equivalent 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.

### 496 Creative Thesis

**Fall, Spring**

**Staff**

**4 credits**

Designed to further independent projects leading to the preparation of an undergraduate thesis in creative writing. 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*.

### 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:* Lyman Persico

Eunice L. Blavascunas, Anthropology and Environmental Studies

Phil Brick, Politics

Kwabena Edusei, Environmental Humanities

Emily Jones, German Studies and Environmental Humanities

Tim Parker, Biology (on sabbatical, 2022-2023)

Lyman Persico, Geology and Environmental Studies

Kathleen Shea, Environmental Humanities/Classics (on sabbatical, Spring 2023)

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 Wallows are programs run by Whitman College and count as credit earned on campus. Courses taken P-D-F may not be used to satisfy requirements for the environmental studies major.

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 7 credits from courses on the list below. Credits must come from at least two departments, and include at least one course 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 226/Classics 319/Environmental Studies 319 *Landscape and Cityscape in Ancient Rome*  
 Art History 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 202A/Philosophy 205 *ST:*

*Climate Change: The Dystopian Present in Black and Indigenous Thought*  
 Environmental Studies 202B/Philosophy 206 *ST: Justice and Traditions of Environmental Ethics*  
 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:*  
 \* Offered only to students admitted to Semester in the West

*Environmental Change and Speculative Fiction*  
 Geology 338 *Pages of Stone: The Literature of  
 Geology*  
 Global Literature 328 *Haiku and Nature in Japan*  
 Global Literatures 387 *ST: Concepts of Nature in  
 Chinese Culture*  
 Philosophy 120 *Environmental Ethics*  
 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 seven credits from the following courses. Credits must come from at least two different departments and include 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\**  
 Biology 210 *When is science reliable?*  
 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 130 *Weather and Climate*  
 Geology 229 *Geology and Ecology of Soils*  
 Geology 250 *Late Cenozoic Geology and Climate  
 Change*  
 Geology 258 *Geology in the Field*  
 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:

Anthropology 246/Environmental Studies 200 *ST:  
 Domestic/Wild: Unruly Homes, Wild Biomes*  
 Anthropology 313 *Communism, Socialism and the  
 Environment*  
 Economics 100 *Principles of Microeconomics*  
 Economics 293/Environmental Studies 200 *ST:  
 Topics in Environmental Economics*  
 Environmental Studies 200 and 300 *Environmental  
 Social Sciences, all offerings*  
 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: North  
 American Landscapes*

History 263 *From Farm to Fork; Slow Food, Fast  
 Food, and European Foodways*  
 History 355 *Pacific Whaling History*  
 History 398 *VT: Japan's Natural Disasters*  
 Politics 119 *Whitman in the Global Food System*  
 Politics 124 *Introduction to Politics and the  
 Environment*  
 Politics 200 *ST: Race and the Politics of Outdoor  
 Recreation*  
 Politics 228 *Political Ecology*  
 Politics 255 *Gender, Race and the Environment*  
 Politics 287 *Natural Resource Policy and  
 Management*  
 Politics 309 *Environment and Politics in the  
 American West\**  
 Politics 339 *Nature, Culture, Politics*  
 Politics 370 *Power, Pipelines and Dispossession*  
 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 303/Anthropology

247/Politics 200 *ST: Land, Water Justice*

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 345 *The Cultural Worlds of Mountains*

Environmental Studies 350 *Politics of Salmon*

Environmental Studies 353 *Environmental Justice*

Environmental Studies 362 *Food, Culture, and Politics*

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, 2022-2023)

Nicole Pietrantonio, Art (on leave)

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, Art History 203 and 352
  - One Art History course from the following list: Art History 130, 150, 226, 228, 229, or 355
  - One additional Environmental Humanities foundation course (see humanities area of the environmental studies major requirements). NOTE: Art History 226 or 352 cannot fulfill this requirement and the Art History 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 coursework.
  - Written artist statement
  - Oral defense of work before a committee of 3-4 advisors from Arts, Art History, 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**

*Director:* Emily Jones, German Studies and Environmental Studies

Sharon Alker, English, Chair-Division II

Camille Dungy, Arnold Visiting Professor

Kwabena Edusei, Environmental Humanities

Patrick Frierson, Philosophy

Christopher Leise, English

Kisha Lewellyn Schlegel, English

Kate Shea, Environmental Humanities/Classics (on sabbatical, Spring 2023)

*Affiliated Faculty:*

Rebecca Hanrahan, Philosophy, Chair of the Faculty

The major in Environmental Humanities invites students to ask how we can live ethical, just lives on a precarious planet. Our courses explore the position of humanity in what we now call “the environment,” amid the urgency of the accelerating climate crisis. Grounded in the Humanities—areas of study that ask questions about how people understand and express themselves—Environmental Humanities also wrestle with such questions as “what is the environment?”, “how did we get into this crisis?”, “how might we address the links between environment, race, and colonialism?” or “what kind of thing is a human being?”. Further, we ask questions about both human and other-than-human life: “who survives, who gets to live well, how do we live together?” (Siperstein, et al). In the urgency of this moment, we will explore many ways of knowing, generate new concepts, and redesign interventions into the crises of our environment. We will imagine new pathways forward that might impel change, in the forms of scholarly research and creative production. Cultural representations of the environment range from the concept of *physis* in the Classical world up to the toxic post-industrial landscape of the twenty-first century. Such representations have been complicit in the consumption and degradation of global landscapes, and have called for intervention or proffered compelling counter-narratives and space for speculation. The EH program enables students to engage with cultural forms of the past and present, and to become thinkers, writers, and artists who work to shape a more just, sustainable, and accommodating future for all of Earth’s occupants.

### **Learning Outcomes – Environmental Humanities Major** **Major-Specific Areas of Knowledge**

- Articulate the development of and attitudes toward anthropogenic climate changes across cultural differences and in a variety of historical and geographical contexts.
- Make arguments about the ethical stakes of environmental interactions.
- Analyze a wide variety of environments, both natural and built.

### Communication and Analysis

- Develop the ability to study the environment from a variety of disciplinary perspectives, including the discourses of the arts, literature, rhetoric, and/or philosophy
- Develop the capacity to form new interpretations and situate them in dialog with prior art, scholarship, and discourse through careful research.
- Demonstrate understanding of varied ways in which environmental narratives have been produced across a range of media, and how these narratives influence material reality.
- Articulate and the relationship between diverse historical ideas and emerging theories.

**Distribution: Environmental Humanities designated courses count toward the Humanities distribution area.**

Total credit requirements for the Environmental Humanities major: 51

### The Environmental Humanities major:

51 Credits (26 Environmental Humanities specific credits in addition to the 25 Environmental Studies credits)

### Required Courses (category-appropriate courses listed below)

- Creative Production: One approved course that focuses on a mode or modes of environment-oriented creative production and develops students' ability to represent environmental issues in creative modes of communication.
- Ethics: One course that equips students to engage with the ethical stakes of human engagement with the other-than-human world.
- Paradigms: Two courses that introduce students to diverse assumptions and paradigms for understanding concepts related to nature and/or the environment. One paradigm course must focus on ancient or under-represented perspectives: see list of qualifying courses below.
- Two additional Environmental Humanities courses.
  - At least one course must focus on a historical period pre-dating modern environmentalist movements.
- ENVS 490 *Environmental Humanities Thesis*.

### Senior Requirements

- Thesis Students will enroll in ENVS 490 and execute a scholarly and/or creative project focusing on an Environmental Humanities topic of their design.
- Oral: A committee of Environmental Humanities faculty will conduct a one-hour oral exam that addresses the thesis as well as the major experience as a whole.

### 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. Theses may take a variety of forms, both scholarly and creative.
- Earn a grade of at least A- in the thesis course.
- Pass the senior assessment with distinction.
- Director of the Program 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.

### Other Notes

- Up to eight credits of transfer or study abroad credit may be accepted as Environmental Humanities with consent of the Environmental Humanities faculty.
- ENV5 480 *Environmental Humanities Project Design* is highly encouraged in fall of senior year.
- See detailed course-descriptions under the relevant department headings in this catalog.

### Creative Production

- Arts 314 *Art and the Anthropocene*
- Environmental Studies 302 *ST: Environmental Writing Workshop*
- Environmental Studies 347 *The Nature Essay*
- Environmental Studies 360 *Environmental Writing and the American West* (only offered on Semester in the West)

### Ethics

- Environmental Studies 202B *ST: Justice and Traditions of Environmental Ethics*
- Environmental Studies 308 *(Re)Thinking Environment*
- Philosophy 120 *Environmental Ethics*
- Philosophy 262 *Animals and Philosophy*

### Paradigms (asterisks denote courses meeting ancient or under-represented paradigms requirement)

- Environmental Studies 202A/Philosophy 205 *ST: Climate Change: The Dystopian Present in Black and Indigenous Thought\**
- Environmental Studies 203 *ST: Food Justice & Food Sovereignty*
- Environmental Studies/Classics 205 *Women and Nature in the Ancient World\**
- Environmental Studies/Classics 226 *Concepts of Nature in Greek and Roman Thought\**
- Global Literatures 387 *ST: Concepts of Nature in Chinese Culture\**
- Environmental Studies/Philosophy 227 *Concepts of Nature in Modern European Philosophy*
- English 200 *VT: Reading the Anthropocene*
- English 245 *Native American Literatures\**
- English 349 *VT: American Literature of the Modern and Contemporary Environment*
- Global Literatures 225/Japanese 425 *Exploring Human-Nonhuman Dynamics in Japanese Literature\**
- Environmental Studies/German 335 *Romantic Nature*

### Historical

- Environmental Studies/Classics 205 *Women and Nature of the Ancient World*
- Environmental Studies/Classics 217 *Classical Foundations of the Nature Writing Tradition*
- Environmental Studies/Classics 226 *Concepts of Nature in Greek and Roman Thought*
- Environmental Studies/Philosophy 227 *Concepts of Nature in Modern European Philosophy*
- Environmental Studies/Classics 319/Art History 226 *Landscape and Cityscape in Ancient Rome*
- Environmental Studies/German 335 *Romantic Nature*
- English 339 *VT: Romantic Poetry: Literary Revolutions*

### Additional Environmental Humanities Courses

- Environmental Studies 202C *ST: Colonialism and the Soundscape*
- Environmental Studies 230 *The Cultural and Literary Life of Rivers*
- Environmental Studies/German 339 *Writing Environmental Disasters*
- Environmental Studies 365 *Other Earths: Environmental Change and Speculative Fiction*
- Art History 352 *Art/Environment*

## Environmental Sciences

Susanne Altermann, Biology

Nicholas Bader, Geology

Lyman Persico, Geology and Environmental Studies

Frank Dunnivant, Chemistry

Delbert Hutchison, Biology

Tim Parker, Biology (on sabbatical, 2022-2023)

Kurt Hoffman, Physics

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 124 or 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
  - 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:**

- 56-61 credits
  - 25 credits from Environmental Studies
  - 25 to 30 credits in Chemistry
  - 6 credits from Mathematics and Statistics
- 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 124 or 125, 126
- 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 124 or 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 2023)

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 and theoretical perspectives, including ethnography, Anthropology-Environmental Studies majors will 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 equips major students with 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. While 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 any 200 or 300-level anthropology course (excluding 201)
- 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 228 *Medical Anthropology*  
 Anthropology 306 *Culture, Politics, Ecology*  
 Anthropology 313 *Communism, Socialism and the Environment*  
 Anthropology 345 *The Cultural Worlds of Mountains*  
 Anthropology 360 *The Cultural Politics of Science*

### **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 124 or 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: Introduction to Marine Environmental History* 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: North American Landscapes*, 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.

Global Politics Courses: One course from the department's offerings in Global Politics from:

ISDC 240 *ST: Introduction to Global Politics*; Politics 147 *International Politics*; Politics 202 *ST: International Law*; Politics 232 *The Politics of Globalization*; Politics 314 *ST: The Global Politics of the War in Ukraine*; Politics 331 *Politics of International Hierarchy*

- 57 total credits including 32 credits in Politics plus 25 credits 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 above
  - 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. These may be applied at the 100 and 200-level.
  - 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

### **Sociology-Environmental Studies**

Sociology-Environmental Studies majors analyze the social dimensions of natural and built environments. More specifically, students explore 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: Altermann, Persico, Thayne; Spring: Blavascunas, 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.

#### **200 ST: Topics in Environmental Economics**

**Spring**

**Hassen**

**4 credits**

This course selects topics from environmental economics that are interrelated with development. It introduces students to competing perspectives on the environment and economic analysis. This course has two parts. The first part deals with environmental economics theories and measurements. This part covers reasons for market failure due to environmental problems (externalities), how we can measure environmental goods where there is no market price, and potential economic solutions including regulations, taxes, subsidies, and other policy instruments to control environmental externalities. Most of the theories and measurements will be discussed with case studies published in reputable international journals. The second part of the course is related to practical implications of the theories and measurements. It covers a range of topics including U.S. federal pollution and toxic material control policy, and environment and energy problems of developing countries. This course will enable students to obtain knowledge on local and global environmental problems and equip them with the necessary knowledge to take part in the discussion about environmental policy from an economic perspective. May be elected as Economics 293. *Prerequisite:* Economics 100 or 101. *Recommended Prerequisite:* Economics 102. Distribution area: social sciences.

### **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.

#### **202A ST: Climate Change: The Dystopian Present in Black and Indigenous Thought**

**Fall**

**Edusei**

**4 credits**

This course examines climate change and the Anthropocene from the perspectives of Black and Indigenous peoples. Scientific, political, economic, and environmentalist discourses on climate change often describe future catastrophes that will befall the planet. Similarly, the Anthropocene is often used as a concept that describes future worlds dominated by human caused disasters and environmental degradation. Discourses on climate change and

the Anthropocene often seek to create alarm at the peril of a dystopian future. However, for many Black and Indigenous peoples, there are no future dystopias. The dystopias are now. This course interrogates Black and Indigenous humanistic, artistic, and philosophical traditions that offer alternatives to dominant conceptions of climate change and the Anthropocene. The course will focus on how such traditions describe experiences of time in ways that reframe the very topic of environmental change itself. Black and Indigenous traditions around time have important significance for understanding the field of climate justice. The significance includes topics such as envisioning just and equitable futures and the assessment of unequal burdens of climate change impacts borne by Black and Indigenous peoples in the U.S. and throughout the world. Drawing on Black, Indigenous, and other scholars of color in academic and non-academic mediums, students will engage with the lived realities and often obscured intellectual traditions that are already confronting climate catastrophes of dystopian futures. Applies to the Underrepresented Paradigms or former Foundations requirement in Environmental Humanities. May be taken for credit toward the Race and Ethnic Studies major or minor. Applies to the Ethics or elective requirement for the Philosophy major or minor. May be elected as Philosophy 205. Distribution area: cultural pluralism or humanities.

### **202B ST: Justice and Traditions of Environmental Ethics**

**Fall**

**Edusei**

**4 credits**

This course will introduce the concept of environmental ethics, focusing on ethical traditions of Black, Indigenous, and other scholars of color. This course will open up to students the diverse traditions of environmental ethics with important connections to global environmental justice. Such traditions include different multi-cultural meanings of justice and equality, and the uses of these concepts in practice. In addition to learning about the environmental ethics of diverse peoples, this course will center how these ethical frameworks challenge capitalist, industrial, patriarchal, ableist, and colonial systems of disempowerment. Drawing on a range of disciplines, students will think critically through how these ethical frameworks inform the different ideas and practices for how to develop and sustain human, non-human, and environmental relationships. Applies to the Ethics, or former Critical Thinking requirement in Environmental Humanities. May be taken for credit toward the Race and Ethnic Studies major or minor. Applies to the Ethics or elective requirement for the Philosophy major or minor. May be elected as Philosophy 206. Distribution area: cultural pluralism or humanities.

### **202C ST: Colonialism and the Soundscape**

**Spring**

**Edusei**

**4 credits**

This course asks students to engage the environment as an acoustic artifact and consider how colonialism is threatening the social, cultural, economic, and political dimensions of soundscapes. The theory and practice of environmental justice and food justice have focused on numerous harms and violence, including those relating to pollution, forced migration, genocide, biodiversity loss, ecological destruction, and the denial of access to the benefits of a green economy and renewable energy. However, environmental injustice and food injustice are rarely understood in relation to sound. Such injustices are experienced by communities in ways that affect the very soundscapes communities depend on for place-based safety and well-being, ecological knowledge, cultural integrity, economic vitality, and the intimacy of family traditions. A soundscape refers to the relationship of people and their sonic environments. Environmental injustice and food injustice almost always involve the loss of the diversity of sounds, acoustics, and music in the soundscapes of Black, Brown, Indigenous, people of color, and global south peoples. Sonic justice, or justice as it pertains to soundscapes, is a foundational dimension of environmental justice and food justice. Sound is an integral aspect of the ecology and biodiversity. Through their coursework, students will consider their sonic relationship to the environment. Drawing on various disciplines, including acoustic ecology, cultural studies, ethnomusicology, and environmental studies, this course examines the changes in the sonic environment and its effect on humans, non-humans, and ecosystems alike. Applies to the former Foundations requirement in Environmental Humanities. May be taken for credit toward the Race and Ethnic Studies major or minor. Distribution area: cultural pluralism or humanities.

### **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.

**203 ST: Food Justice & Food Sovereignty****Spring****Edusei****4 credits**

Food justice and food sovereignty are movements that are at the forefront of transforming food systems throughout the world to be equitable, safe, healthy, and sustainable. The course will focus on students' learning the histories of peoples and communities that created these significant social movements, both in the U.S. and other places. The histories of food justice and food sovereignty movements are important vectors for understanding the aspirations of Black, Brown, Indigenous, people of color, and global south peoples for ending oppression in the food system. Food system oppression refers to the numerous forms of labor exploitation, insecurity, intercorporeal violence, forced migration, cultural deprivation, and ecological degradation that characterize food consumption and supply chains today. Food justice and food sovereignty movements advocate for a new future food system free from oppression, disempowerment, and exploitation. The movements are diverse in scope, ranging from Indigenous restoration of traditional foods to agroecology. They are diverse in scale, ranging from the very local, to regional and international networks. Students in the course will gain knowledge to support further academic work and civic engagement in the food justice and food sovereignty movements. Students will develop an understanding of food systems and food policies that contribute to food systems oppression. Key to understanding oppression is the examination of diverse peoples' food systems that existed prior to colonialism and capitalism. Drawing on a range of interdisciplinary literature and case studies, this course will both deconstruct the problems of dominant food systems and construct new visions for just, equitable, and locally-determined food systems. Applies to the Underrepresented Paradigms requirement in Environmental Humanities. May be taken for credit toward the Race and Ethnic Studies major and minor. Applies to the Ethics or elective requirement in the Philosophy major or minor. May be elected as Philosophy 207, but must be elected as Environmental Studies 203 to satisfy the interdisciplinary course requirement in environmental studies. Distribution area: cultural pluralism or humanities.

**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****Fall****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 2022-23**

**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 2022-23**

**4 credits**

This course explores a variety of philosophical conceptions of nature and the natural world in Modern European philosophy, from Francis Bacon to 20<sup>th</sup> century thinkers such as Heidegger. May be elected as Philosophy 227.

### **230 The Cultural and Literary Life of Rivers**

**Not offered 2022-23**

**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 2022-23**

**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**

**Not offered 2022-23**

**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.

**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: The Greater Yellowstone Ecosystem****Spring****Persico****1-3 Credits**

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 7-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. *Co-requisite:* GEOL-258 *Fee:* Up to \$500.

**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: Environmental Writing Workshop****Fall****Dungy****4 credits**

In this mixed-genre course, students will explore some possibilities for environmental writing. Poets, fiction writers, and creative nonfiction writers are welcome. We will read and discuss some outstanding examples of environmental writing, and we will work on our own craft throughout the term. The Walla Walla region is rich in cultural and natural history, so we will also engage with the area around campus and spend time in the campus archives. You'll be writing and reading a lot. Expect to produce something new on a regular basis. By the end of the term, you will have a portfolio of writing that might incorporate science, history, current events, and personal or family narratives as you engage with the world through an environmentally-conscious writer's lens. This course is taught by Visiting Arnold Professor. Distribution areas: fine arts or 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: Land Water Justice: Envisioning the Next West****Spring/Summer****Blavascunas, Thayne****4 credits**

This field course examines land, water, and justice in the inland Northwest, with an emphasis on racial and climate justice. Students will read about connections between manifest destiny and decolonization while gaining skills in digital storytelling, oral history, and interviews. Particular emphasis will be placed on imagining just futures and how to examine practical and aspirational solutions for addressing critical problems of climate change and racial



inequality. The course has a one credit spring seminar and an accompanying three credit field component in the following May/June. May be elected as Anthropology 247 or Politics 201. *Prerequisite:* Admission to the Program-**Just Futures/Next West Media Lab** (see **Special Programs section of the catalog**). Distribution area: cultural pluralism, humanities, or social sciences.

### **305 Water in the West**

**Not offered 2022-23**

**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 20<sup>th</sup> 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 19<sup>th</sup> 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 2022-23**

**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 19<sup>th</sup> Century**

**Not offered 2022-23**

**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**

**Fall**

**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.

**314 Art and the Anthropocene****Not offered 2022-23****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 2022-23****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.

**322 The Anthropocene****Not offered 2022-23****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****Not offered 2022-23****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****Not offered 2022-23****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 2022-23****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****Not offered 2022-23****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.

**345 The Cultural Worlds of Mountains****Not offered 2022-23****4 credits**

“What are men to rocks and mountains?” asks Jane Austen’s heroine Elizabeth in *Pride and Prejudice*. This class takes up this question and extends it to address a variety of cross-cultural, historical, and comparative entanglements between mountains and humans. Beginning with the comparative study of mountain ecologies, we’ll look at similarities in deep time adaptation to mountainscapes (e.g., the Andes and Himalayas) focusing on ways the environment shapes biological and cultural formations. Additionally, the impact of various contemporary environmental concerns (including climate change, deglaciation, and mining) will be understood in the context of adaptation, resistance and activism. We’ll supplement work in anthropology and related fields with the meanings of mountains found in literature, poetry, film, and philosophy. From definitions of the sublime to endless pursuits to reach ever higher and more elusive summits, this course will explore the many ways mountains have shaped and been shaped by human imagination. The class will be run as a reading seminar and writing workshop. In addition to short analytic papers, over the course of the semester students will craft their own “mountain essay” using ethnographic and creative nonfiction writing approaches. May be elected as Anthropology 345, but must be elected as Environmental Studies 345 to satisfy the interdisciplinary course requirement in environmental studies. *Prerequisites:* Environmental Studies 120 and 207.

### **347 The Nature Essay**

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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.

### **350 Politics of Salmon**

**Fall**

**Thayne**

**4 credits**

In the Pacific Northwest, salmon are political. The history and current politics of Indigenous peoples, settler colonial infrastructure, law, commerce, hydropower, agriculture, recreation, dam-building and dam removal, treaty rights, environmentalism, science, activism, and sovereignty in the Northwest—and particularly in the Columbia River Basin, or Nch’i-Wana—can be told through the story, and politics, of salmon. For better or worse, the lives of salmon are bound up with the lives of humans, and their future is largely up to our actions. Whitman College, located on the eastern edge of the Columbia River Basin, with the concrete-choked and salmon-bereft Mill Creek flowing through it, is a perfect place to engage the politics of salmon—politics which, whether we realize it or not, we are already a part of. The course will involve regular Friday afternoon excursions and a multi-day field trip in the Columbia River Watershed. May be elected as Politics 350, but must be elected as Environmental Studies 350 to satisfy the interdisciplinary course requirement in environmental studies.

### **353 Environmental Justice**

**Not offered 2022-23**

**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 2022-23****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 Food, Culture, and Politics****Spring****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 elected as Politics 362, but must be elected as Environmental Studies 362 to satisfy the interdisciplinary course requirement in environmental studies.

**365 Other Earths: Environmental Change and Speculative Fiction****Not offered 2022-23****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****Molitor****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: Blavascunas; Spring: Persico****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.

**480 Environmental Humanities Project Design****Fall****Jones****1 credit**

This course develops students' research, project design, and research management skills while providing them with ongoing support in developing their independent senior thesis projects. Students will engage with questions like: What can Environmental Humanities thesis projects look like? What core questions should my thesis project address? What form(s) are best suited to my central questions? What kind of research is necessary to achieve my thesis goals? Students will workshop and receive direct feedback on their thesis proposals, develop their library research skills, and plan for the successful execution of their thesis project under the guidance of Environmental Humanities faculty. This course is highly recommended for Environmental Humanities majors. Graded credit/no credit. *Prerequisite:* consent of instructor.

**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.

**490 Environmental Humanities Thesis****Spring****Jones****4 credits**

This student-designed project provides the opportunity for Environmental Humanities majors to explore deeply a topic of their own choice. Environmental Humanities thesis projects take on a variety of forms—including creative, scholarly, and blended modes—but all apply a humanities lens developed over the course of the major to pressing environmental issues.

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This course provides support for the execution of the thesis project, including research, writing, revising, and preparation for the oral defense and exam. This course is required for Environmental Humanities majors. *Prerequisite:* consent of instructor.

**498 Honors Project****Fall, Spring****Staff****1-4 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 Environmental Studies 488 or Environmental Studies 490, as appropriate.

## Film and Media Studies

*Director:* Robert Sickels

Tarik Elseewi

Kathryn Frank

Michael Simon

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 10 elective credits with program-approved FMS transfer credits.
  - Courses counting toward another major or minor may be counted for the FMS major.
- 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 5 elective credits with program-approved FMS transfer credits.
  - Courses counting toward another major or minor may be counted for the FMS minor.

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 145 <i>Portraits of a Continent: An Introduction to Latin American Photography</i>                           |
| Art 109 <i>Foundations: Optical Imaging</i>  | Hispanic Studies 451/ Global Literature 351 <i>Maid in Latin America: The Image of Domestic Worker in Contemporary Cinema</i> |
| Art 114 <i>Foundations: Maker Spaces and Culture</i>                                 | Hispanic Studies 460 <i>ST: Documenta-MOS, Contemporary Latin American Documentary Lab</i>                                    |
| Art 123 <i>Beginning Photography</i>   | Music 129 <i>Deconstructing Popular Music</i>   |
| Art 125 <i>Beginning Digital Printing</i>  | Music 140 <i>Meet the Beatles</i>   |
| Art 180 <i>Beginning New Media</i>   | Music 271 <i>Introduction to Music Technology</i>   |
| Art 223 <i>Intermediate Photography</i>  | Music 342 <i>Classical Music in Film</i>  |
| Art 225 <i>Intermediate Digital Printing</i>   | Music 371 <i>Intermediate Music Technology</i>  |
| Art 280 <i>Intermediate New Media</i>  | Music 372 <i>More Cowbell? Music Production: the Art Behind the Song</i>  |
| Art 314 <i>Art and the Anthropocene</i>  | Philosophy 125 <i>Philosophy in Science Fiction</i>   |
| Art 323 <i>Advanced Photography</i>  | Politics 101 <i>ST: Politics through Film</i>   |
| Art 325 <i>Advanced Digital Printing</i>   | Religion 170 <i>The End Times: Representations of the Apocalypse</i>  |
| Art 380 <i>Advanced New Media</i>  | Religion 291 <i>ST: Gods at the Movies: Religion in Bollywood Film</i>  |
| Art History 130 <i>Photographing Difference</i>                                      | Religion 307 <i>Mediating Religions</i>   |
| Art History 135/Race and Ethnic Studies 135 <i>Architectures of Race</i>             | Religion/ Music 310 <i>Hearing Islam</i>  |
| Art History 153 <i>Transnational Interplanetary Film &amp; Video Consciousness</i>   | Rhetoric, Writing and Public Discourse 260: <i>Rhetoric and Sensation in Civic Life</i>                                       |
| Art History 237/Theater 357 <i>Theory and Performance</i>                            | Rhetoric, Writing and Public Discourse 350 <i>Political</i>   |
| Art History 351 <i>Los Angeles: Art, Architecture, Cultural Geography</i>            |   |
| Biology 172 <i>ST: Microbes in Movies</i>  |   |
| English 200 <i>VT: American Horror</i>   |   |
| English 200 <i>VT: Solving Wicked Problem: Technology, Literature, and the Brain</i> |   |
| Environmental Studies 314 <i>Art and the Anthropocene</i>                            |   |
| French 256/Global Literatures 201 <i>ST: Jump Cut! The</i>                           |   |

*French New Wave*Global Literatures 309 *French National Cinemas*German Studies 354 *German Cinema Culture*German Studies 355 *Seeing and Being Seen: Framing Perception, Meaning, and the Gaze*Global Literatures 301 *Chinese Literature and Film Adaptation*Global Literatures 325 *Imagining Community through Contemporary Japanese Fiction and Film**Campaign Communication*Sociology 290 *Sociology and History of Rock n' Roll*Sociology 293 *ST: Sociology of the Internet Cybercrime*Theater and Dance 118 *Dance in Popular Media*Theater and Dance 125 *Beginning Acting I*Theater and Dance 126 *Beginning Acting II*Theater and Dance 211 *Stage Electrics*Theater and Dance 225 *Acting: Styles*Theater and Dance 246 *Foundations of Design*Theater and Dance 320 *Directing for the Theater*Theater and Dance 357/Art History 237 *Theater and Performance*Theater and Dance 360 *Digital Media Design for Theater*Theater and Dance 466 *Director in the Theater II***105 Introduction to Comics Studies****Spring****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****Fall****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****Elseewi****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 21<sup>st</sup> century. Lectures, discussions, tests, and required weekly screenings.

**210 The Monstrous Other: Race, Gender, and Colonialism in Horror Media**  
**Spring** **Elsewi** **4 credits**

From the Epic of Gilgamesh to the Grimm Fairy Tales to contemporary horror films, monsters have always existed to tell us what happens if we don't follow the rules. What does a monster do for a film? For society? This class will investigate widely held ideas about race, gender, (dis)ability and other categories of social differentiation through the lens of (post)/colonial horror film. From Zombie flicks to mummy films to space horror, the monster is often found exactly where "Western Man" is attempting to dominate and colonize. A main focus of the class will be to understand complex notions of subjectivity (who AM I, who ARE we) with the recognition that the monster frames a key component of the dialectic of self/other. There is no 'self' without a 'not-self' and what more instructive not-self could there be than a big ugly monster. But what happens when that monster is coded as female (Ex-Machina) or native (King Kong) or disabled? What kinds of selves are we asked to induce/produce when our monstrous Other is composed of bits of real-world cultural subjects? This class will use cultural studies, post-colonial and psychoanalytic theory to address notions of self/other, human/inhuman, us/them in the media of horror.

**220 Identity, Gender, & Media**  
**Not offered 2022-23**

**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 2022-23**

**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.

**260 Introduction to Filmmaking**  
**Fall** **Sickels**

**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 2022-23**

**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**

**Not offered 2022-23**

**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 2022-23**

**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 2022-23**

**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.

**307 Mediating Religions****Not offered 2022-23****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 2022-23****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****Spring****Sickels****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 2022-23**

**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 2022-23**

**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**

**Fall**

**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**

**Not offered 2022-23**

**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.

**365 ST: Here We Are Now, Entertain Us: The Music of 1991****Fall****Simon****4 credits**

In the shadow of the first Gulf War, a new sound out of Seattle burst onto the national airwaves: grunge. With raging guitars and ennui-laced lyrics, bands like Nirvana, Pearl Jam, Soundgarden, and Hole transformed the popular music landscape. Seemingly overnight, the hair bands and glossy synth of the 1980s were rendered irrelevant and passé. While 1991 is often remembered as the “Year that Punk Broke,” the sea change in popular music wasn’t solely limited to rock, and the number of influential album releases of that year across a wide range of genres remains astonishing. What was it about 1991 that spawned major albums from artists as diverse as A Tribe Called Quest, Mariah Carey, R.E.M., De La Soul, U2, Bonnie Raitt, Guns N’ Roses, and Boyz II Men? In this course, we will look at the foundations that led to the explosion of new sounds on the national airwaves and the impacts of these artists which continue to be felt today. We will critically examine how changes in the music industry, including the roles of radio, television, film, and MTV, enabled a watershed year of music releases.

Distribution area: humanities.

**372 “Mean Streets and Raging Bulls”: The Silver Age of Cinema****Not offered 2022-23****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 2022-23****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****Staff****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****Fall****Elseewi****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

*Chair:* Sarah Hurlburt  
Jack Iverson

Language. History. Literature. Diaspora. Film. Comics. Culture. When you study French you don't just learn a language. You discover global networks of knowledge, culture, technology, and environment. You compare historical movements and systems of power. You learn research skills, collaborative thinking, and project design. You can write a paper or proposal, give a presentation or create a poster, lead a discussion or teach a lesson – all in two languages. At every level, you investigate the ways French-language cultures create meaning and express ideas, as well as how language itself shapes our perspectives on the world.

The French program at Whitman College offers a minor, a major, and an integrated program called the Major+French, consisting of a primary major plus an integrated French component.

Affiliated faculty also offer courses in French and Francophone literature, history, theory, 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.

The successful French major, minor or Major+ will achieve at least a B2 (Common European Frame of Reference) / or Advanced Mid level (ACTFL assessment), and in many cases will achieve a C1 level / Advanced High level.

### Learning Goals:

- Function independently and appropriately in written and spoken French in both familiar and unfamiliar contexts;
- Engage effectively in dialogue by speaking and writing with precision, nuance, and respectful attention to ambiguity and difference;
- Produce clearly organized and evidence-based interpretations and judgments of cultural issues and products drawing from appropriate primary and secondary sources;
- Demonstrate critical understanding of texts (including film and image) as interactions between author, audience, and contexts of production and consumption;
- Demonstrate familiarity with common cultural references and socio-political structures in Francophone communities, 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 Arts or Humanities or Cultural Pluralism: 260

**Total credits requirements for a French and Francophone Studies major: 36**

**The French and Francophone Studies major:**

- 36 credits
- Required courses

- At least 24 credits taught in French at the 200 level or above, or equivalent (including French 497);
- Up to 16 credits composed of any combination of the following:
  - Up to 4 AP credits (see note)
  - Up to 12 credits from approved courses taught in English
  - Up to 12 credit transferred from off-campus studies or another institution.
  - Up to 4 credits “double-dipped” with approved courses counted towards another major or minor program
- Attainment of B2 or Advanced Mid level on a recognized language proficiency assessment (DELF, ACTFL, etc.).
- French 497 Senior capstone project; oral defense and public presentation.

**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

**Notes:**

- Courses numbered 25X may be taken at any point following completion of or credit for one semester at the 200-level.
- Students who start at the 100-level will need a total of 44 credits to complete the major.
- No courses may be taken PDF after declaration.
- Within the 12-credit transfer limitation, any university-level courses taught entirely in French may count toward the major, regardless of topic.
- A score of 4 or 5 on the AP French exam or an IB French B score of 5 or higher will be recognized as the equivalent of credit for French 205 (4 credits).
- Independent study credits may not be applied toward the major, with the exception of French 497.
- Students ask a faculty member of their choice to be their major advisor. Majors are normally declared by the end of the fourth semester, but a second major can be added at a later time. In all cases, we advise students to consult with French faculty early on, particularly if the student wishes to participate in Off-Campus Studies.

**The French and Francophone Studies minor:**

- 20 credits
- At least 16 credits taught in French at the 200 level or above, or equivalent.
- Up to 8 credits composed of any combination of the following:
  - Up to 4 AP credits (see note)
  - Up to 4 credits from an approved course taught in English
  - Up to 8 credits transferred from off-campus studies or another institution
- Attainment of B2 or Advanced Mid level on a recognized language proficiency assessment (DELF, ACTFL, etc.).

**Notes:**

- Courses numbered 25X may be taken at any point following completion of or credit for one semester at the 200-level.
- Students who start at the 100-level will need a total of 28 credits to complete the minor.
- No courses may be taken PDF after declaration.
- Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the minor, regardless of topic.
- A score of 4 or 5 on the AP French exam or an IB French B score of 5 or higher will be recognized as the equivalent of credit for French 205 (4 credits).
- Independent study credits may not be applied toward the minor.
- Minors do not have academic advisors. While a minor can be declared at any point prior to graduation, we advise students to consult with French faculty early on, particularly if the student wishes to participate in Off-Campus Studies.

**The Psychology+French combined major:** The requirements are fully described in the *Psychology* section of the catalog.

**The Religion+French combined major:** The requirements are fully described in the *Religion* section of the catalog.

**The Sociology+French combined major:** The requirements are fully described in the *Sociology* section of the catalog.

**105 French I****Fall****Hurlburt, Iverson****4 credits**

French I is an introductory course for students who have had little or no formal contact with the language. Students learn vocabulary and structures to discuss topics of immediate personal relevance in predictable contexts through the study of culturally specific examples from the francophone world. Examples include food culture, friends, familial relationships, work, and leisure activities. French I also introduces students to the structures and cultural functions of grammatical gender and formal and informal registers. Conducted in French; meets four times per week plus one half-hour conversation session with a 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).

**106 French II****Spring****Iverson****4 credits**

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 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 per week plus one half-hour conversation session with a French Language Assistant.

*Prerequisite:* French 105 or placement exam (available from the Registrar's website).

**205 French III****Fall****Hurlburt****4 credits**

French III develops the capacity to describe and explain personal history and current events with nuance and detail. Students review and build on structures from French I and II, but in less predictable contexts and with greater emphasis on the articulation of temporal and causal relationships. Weekly readings and writing assignments, grammatical exercises, focused vocabulary development, spontaneous and recorded oral production, and active participation required. Conducted in French; meets four times per week plus one half-hour conversation session with a French Language Assistant.

*Prerequisite:* French 106 or placement exam (available from the Registrar's web site) or consent of instructor.

**206 French IV****Spring****Hurlburt****4 credits**

French IV develops skills in intellectual exchange and debate. Students engage with increasingly complex issues and learn to articulate critical comparisons with an emphasis on the respectful and nuanced articulation of multiple points of view. Weekly readings and writing assignments, grammatical exercises, focused vocabulary development, spontaneous and recorded oral production, and active participation required. Conducted in French; meets four times per week plus one half-hour conversation session with a French Language Assistant. *Prerequisite:* French 106 or placement exam (available from the Registrar's web site) or consent of instructor.

**250 La Télé****Fall****Iverson****2 credits**

Talk shows, soap operas, crime series, sit-coms, even the news—these types of programs are familiar to American telespectators, yet the form they take in French-language settings can be substantially different, reflecting traditions, values and current issues in the country of origin. Focusing primarily but not exclusively on France, this course will explore television as a culturally specific and significant expression of French-language cultures. We will concentrate primarily on recent content, while highlighting historical and institutional factors that have influenced current practices. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 or 206, or placement exam, or consent of instructor.

**251 What's in a monument?****Not offered 2022-23****2 credits**

As a nation, the French have a long tradition of self-definition and commemoration through large piles of stone. The Pantheon, the Arc de triomphe... but also the Louvre, the Académie française, and the Sorbonne all blend the institutional and the monumental. Public spaces are furthermore adorned with innumerable statues and busts commemorating historical figures, some of whom, like Confederate statues in the United States, are being challenged and sometimes removed for their colonial or slave trade activities. But who gets to decide what is collected, remembered, or ignored? How is France dealing with its colonial collections and heritage, and how are new works redefining what it means to build a monument? In this course we will examine symbolic objects, institutions, and individuals as cultural products. Coursework will include readings, media analysis, short writing assignments, and a collaborative project. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 or 206, or placement exam, or consent of instructor.

**252 Contemporary Cinema of the Francophone World****Not offered 2022-23****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. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 or 206, or placement exam, or consent of instructor.

**253 La Chanson****Not offered 2022-23****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. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 or 206, or placement exam, or consent of instructor.

**255 Actualités****Spring****Iverson****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. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 or 206, or placement exam, or consent of instructor.

### **256 Special Topics in French and Francophone Studies**

#### **2 credits**

A one-time offering focused on a specific aspect of French and Francophone studies. *Prerequisite:* French 205 or equivalent. Distribution area: humanities or cultural pluralism. Any current offerings follow.

### **260 Improv(ing) in French**

#### **Not offered 2022-23**

#### **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 205 or French 206 or placement exam, or consent of instructor.

### **300 Cuisine et gastronomie**

#### **Not offered 2022-23**

#### **4 credits**

Why are culinary and gastronomic traditions so strongly associated with Francophone cultures? How did these traditions develop, and why do they continue to play a significant role today? Students will perfect advanced French language skills through the critical exploration of text and media content. We will consider the concept of “terroir” and examine the relationship between food and class. We will examine the cultural assumptions implicit in television shows like *Qui sera le prochain grand pâtissier?* We will read texts ranging from Zola to *Astérix* to the *Guide Michelin*, with stops along the way. Students will explore the flavors as well as the words of French cooking, and interrogate the role of food cultures in national identity. Active participation, targeted grammatical exercises, frequent short writing assignments, oral presentations, and a final project required. Conducted in French; meets three times per week plus one half-hour conversation session with a French Language Assistant. *Prerequisite:* French 205 and 206, or placement test exam, or consent of instructor.

### **305 Paris dans tous ses états**

#### **Not offered 2022-23**

#### **4 credits**

Paris—political capital of France, cultural capital of the western world—has been both a monument and a magnet for authors, artists, musicians, and philosophers for over 400 years. Through the combined lens of literature, history, and urban geography, we will explore the invention of consumerism in the 17th century, the architectural and industrial modernization of the city in the 19th century, and the colonial exhibitions of the early 20th century. We will examine the shifting physical and cultural landscape of the modern city, examining both the monumental cultural projects of François Mitterrand's presidency and the marginalization of the banlieue. Coursework includes short papers, class presentations, and a final project. Three course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 and 206, or placement exam, or consent of instructor.

### **310 Translation: Theory and Practice**

#### **Not offered 2022-23**

#### **4 credits**

Alexa, how do you say....? Translation is both a creative practice and a personal and global necessity. We will investigate the texts and contexts of translation, from literary texts to film subtitles to news feeds; from academic writing to official documents; from the function of translation in multilingual societies to the impact of machine translation and voice recognition. Coursework will include readings, films, written exercises, discussion, multimedia projects, and live interpretation games. Targeted exercises will develop students' grammatical and syntactical awareness of the relationship between English and French. Three course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 and French 206, or placement exam, or consent of instructor.

**315 French Fried: Stories of Franco-American Exchange****Not offered 2022-23****4 credits**

Why is there an entire category of French comics set in the American West? Why have so many American authors written their works in France? The French have a love affair with the “grands espaces” of the American West; Americans long to visit Paris, “the city of lights”. French comics celebrate masculine colonial fantasies of the American frontier; Emily goes to Paris. The history of Franco-American exchange networks goes back centuries and continues today. In this course we will examine network structures of migration and cultural influence across geographic location. We’ll analyze the language used to talk about culture using the tools of digital humanities. We’ll study national stereotypes and the international reception of, and revision to, cultural products. Students will strengthen and hone advanced French language skills through the comparative analysis of text and media content, and through in-depth exploration of values, networks, and patterns of cultural and linguistic exchange. Active participation, frequent short writing assignments, oral presentations, and a final project required. Three course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 and 206, or placement exam, or consent of instructor.

**320 French Beyond France****Fall****Iverson****4 credits**

In 2014, the Observatory of the French Language excitedly announced that, by the year 2070, population growth in African nations would make French the second most widely spoken language in the world. The Observatory has since backed away from that prediction, but French remains a significant world language, with a large majority of French speakers living outside of France. This course will examine the widely varying roles French plays in countries across the globe, functioning as a language of education, commerce, culture, diplomacy and everyday life. We will also explore some of the variations in the language itself as it appears in other settings and coexists with other languages. Students will refine advanced French language skills through the critical exploration of text and media content. Coursework will include frequent short writing assignments, active participation, and a final project. Three class meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 and 206, or placement exam, or consent of instructor.

**325 French Comics****Spring****Hurlburt****4 credits**

The Franco-Belge “bande dessinée”, or “9th art” is the third largest comic market in the world after the USA and Japan. This course will focus on the poetics of French-language graphic narrative across multiple sub-genres (fiction, documentary, adventure, autobiography, social commentary), with an emphasis on recent works. Coursework will include frequent short writing assignments, active participation, creative projects, and a final presentation. Three class meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. *Prerequisite:* French 205 and 206, or placement exam, 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.

**497 Independent Study Senior Capstone****Fall****Staff****2 credits**

An original critical or creative project on an interdisciplinary topic of relevance to French and Francophone studies. Junior majors should begin identifying a project and supervisor at the end of their junior year. The proposal for the senior capstone project must be submitted for approval by the start of the fall semester. *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 (on sabbatical, Spring 2023)  
 Susanne Beechey, Politics  
 Matt Bost, Rhetoric, Writing and Public Discourse

Nina Lerman, History  
 Lydia McDermott, 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/RWPD 380 *Rhetorical Bodies* (TM)  
 Gender Studies/Global Literatures/Race & Ethnic Studies 230 *Unsettling Masculinities in French Fiction and Film* (GGC, 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 Desires* (TM)  
 Gender Studies 330 *Affect Theory* (TM)  
 Gender Studies 331 *Feminism & Psychoanalysis* (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 264 *People Called Female: US Perspectives* (GAT)  
 History 267 *Protest & Organizing: A History of U.S. Social Movements* (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 *Histories of US Genders and Sexualities* (GAT)  
 Politics 254 *Gender & Race in Law & Policy* (TM)  
 Politics 255 *Gender, Race and the Environment* (TM)  
 Politics 330 *Indigenous Feminisms in the Americas* (TM)  
 Politics 333 *Feminist and Queer Legal Theory* (TM)  
 Politics 359 *Gender & International Hierarchy* (GGC)  
 Religion 304 *Muslim Bodies* (GGC)  
 Rhetoric, Writing and Public Discourse 380/English 377 *Rhetorical Bodies* (TM)  
 Sociology 258 *Gender & Society* (TM)

### The following classes qualify as gender studies electives.

Art History 353 *Blackness and the Arts*  
 Art History 355 *Indigenous Aesthetics: Native North American Art and Visual Culture*  
 Dance 218 *Somatics*  
 English 230 *Intro to Shakespeare: love, sex, & gender*  
 English 375 *VT: Feminist Theory*  
 Film and Media Studies 220 *Identity, Gender, & Media*  
 Film and Media Studies 315 *Bad Objects*  
 Film and Media Studies 366 *ST: Sex & Violence in Media*  
 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 397 *ST: Harem Histories*  
 Music 354 *Women as Composers*  
 Philosophy 235 *Philosophy of Feminism*  
 Philosophy 332 *Reproduction*  
 Politics 200 *ST: Gender, Race, and The 2020 Elections*  
 Politics 250 *Reproduction and the State*  
 Politics 311 *Deservingness in U.S. Social Policy*  
 Politics 325 *Queer Politics & Policy*

Politics 365 *Political Economy of Care Work*  
 Psychology 239 *Psychology of Gender*  
 Psychology 309 *Science of Sexual Orientation*  
 Religion 305 *Gender & Identity in Judaism*  
 Religion 387 *ST: Queer Religion*  
 Rhetoric, Writing and Public Discourse 303 *ST: Coalition Rhetorics: Identity and Difference in Movements for Social Change*

Rhetoric, Writing and Public Discourse 360 *VT: Rhetorics of Feminism*  
 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: Simek; Spring: De la Cruz      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**

**De la Cruz**

**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.

### **230 Unsettling Masculinities in French Fiction and Film**

**Fall**

**Zalloua**

**4 credits**

This course provides a critical exploration of masculinity in French and Francophone film and fiction. In examining the politics of gendered and racial representations of masculinity, we ask: What types of desires and actions are associated with certain models of masculinity? How does France’s colonial heritage impact and inform the projection of its own masculinity and that of its formerly colonized others? How do writers, theorists, and filmmakers unsettle the fantasy of French masculinity? This course also takes up masculinity’s vexed relation to femininity, tracking how the ideological production of the latter is often premised on the former’s hegemonic stance. Short papers, oral presentations, and active participation are required. May be elected as Race and Ethnic Studies 230 or Global Literature 230.

### **238 Men and Masculinities**

**Not offered 2022-23**

**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 *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.

#### **300 ST: Gender, Sexuality, Kinship, and Reproduction**

**Fall**

**De La Cruz**

**4 credits**

How has anthropology played a role in the study of human gender, sexuality, kinship, and reproduction, and how do these variables impact our understandings of social arrangements and individual identities? How does a focus on gender and sexuality enable intersectional and feminist research within anthropology, and what is considered evidence in this field? How does the placement of anthropological research within western forms of knowledge production impact the possibilities for transnational, transcultural, intersectional, feminist and decolonial critiques of the field, that both constitute and expand our understandings of sexuality, kinship, reproduction, and gender? Bringing anthropology into conversation with feminist studies, political economy, transnational, decolonial and postcolonial critique, critical race studies and queer of color critique, the course cultivates a deeper understanding of the field’s evolving questions around gender, sexuality, kinship, and reproduction, in the context of late capitalism, mediatized neoliberal economies, war, security and surveillance states, and ongoing global debates about human rights, agency, and self-determination. It is designed to offer a conceptual foundation for advanced coursework in anthropology and gender studies. May be elected as Anthropology 347. Distribution area: cultural pluralism or social sciences.

#### **301 ST: Feminist Ethnography and Performance**

**Spring**

**De La Cruz**

**4 credits**

This course explores transnational feminist epistemologies alongside performance studies research methods, investigating the impact of a feminist approach to ethnography in performance studies, and the opportunities afforded by performance making and analysis to a feminist ethnographic practice. Texts exemplifying feminist ethnographic methods in dance and performance studies explore intercontinental connections through media, geography, and collective aesthetic and political impulses. Readings include intersectional feminist theories of the everyday, performance ethnography, and exploration of ethnographic methods (critical ethnography, dialogic co-performance, performance as research, movement analysis). Case studies cover topics addressed by feminist artists in their work (race, environment, sexuality, citizenship, disability, among others). Students train in feminist theory while engaging in critical performance ethnography praxis, thoughtful performance making, and develop skills in peer performance critique. Students undertake analyses of power and difference as they carry out a semester-long ethnographic project and develop performed and written reports. May be elected as Anthropology 348. Distribution area: cultural pluralism or social sciences.

**320 Trauma & its Aftermath: Narrative, Witnessing & Remembrance****Not offered 2022-23****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 minor or the Global Literature minor. May be elected as Global Literature 320 or Race & Ethnic Studies 320.

**328 Queer Desires****Fall****De la Cruz****4 credits**

Queer Desires offers students a thorough exploration of historical and contemporary theoretical debates that have shaped the interdisciplinary field of queer studies. Accounting for transformations in the field, this course foregrounds dialogues between queer studies and critical race theory and disability studies and reveals the expansive intent of “queer,” from its constructionist version to its anti-social thesis to the dismantling of the desiring subject and its reparative dimensions. Students will be exposed to projects that use queer theories to understand and resist social inequalities and value representations, particularly at the intersections of race, ethnicity, class, embodiment, age, gender and sexuality. Topics and issues addressed include decolonizing queerness, the relationship between queerness and antinormativity, ableism and the relationship between disability and desire, visibility politics and activism, representations and regulation of sexualities and gender expressions, the consequences of those representations and what values they signify. May be taken for credit toward the Race and Ethnic Studies major or minor.

**330 Affect Theory and Gendered Subjectivities****Not offered 2022-23****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 2022-23****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?

**358 Social Bodies, Diverse Identities: the Anthropology of Sex and Gender****Not offered 2022-23****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 prerequisite:* Anthropology 201 or Gender Studies 100.

**460 Queer Latinidades: Gender and Sexuality in the Americas****Not offered 2022-23****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:* Patrick K. Spencer

Nicholas Bader

Claire Harrigan

Kirsten Nicolaysen (on sabbatical, 2022-2023)

Lyman P. Persico

Kevin R. Pogue (on sabbatical, 2022-2023)

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 total 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 124 or 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 124 or 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 124 or 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 124 or 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-Computer Science combined major:**

- 49-56 total credits
  - 17 credits in computer science (21 if the student has not previously taken Computer Science 167 or equivalent)
  - 18-20 credits in geology
  - 10-11 credits in supporting science courses
  - 4-5 credits of senior requirements
- Required Computer Science courses:
  - Computer Science 270 (with a prerequisite of 167 or equivalent experience)
  - Computer Science 255 or 355
  - Computer Science/Mathematics 215
  - Three additional credits of Computer Science at the 200 level
  - Three additional credits of Computer Science at the 300 level
- Required Geology courses:
  - Introductory geology (Geology 110 and 111, or 120 and 121, or 125 and 126)
  - Geology 227 and 270
  - Two of the following Geology courses: 301, 310, 350, 418, 420, 460
- Required supporting science courses:
  - Mathematics 124 or 125
  - Physics 145 or 155
  - Chemistry 125 or 140
- Senior requirements:
  - Geology 470
  - Computer Science 495 and 496, OR 3 credits of Geology 490 or 498
- Notes on courses:
  - No courses taken PDF may be applied to the major
  - Geology 158 recommended
- 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 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 (including Mathematics 125 and 126)
  - 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: Barbee; Spring: Harrigan****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: Barbee; Spring: Harrigan****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****Not offered 2022-23****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.

**140 Tactics for scientific study of societal challenges****Fall****Nicolaysen****1 credit**

Human communities must adapt to gradual and abrupt changes in the physical environment. Sea-level rise, storm surge, flooding, and landslides are examples of hazardous environmental events requiring mitigation. While enhancing the infrastructure that copes with these physical changes, geoscientists ensure energy, water, and mineral resources and mitigate toxic legacy waste. Necessary first steps in associated geoscience investigations require identifying the scope and scale of a research question and evaluating which scientific instrument to implement during a project. This 1 credit course provides a science experience for incoming first-year students interested in pursuing any science major. The course is intended for students whose high school science had few hands-on science lab experiences. This course may include one or two half-day field trips to local county and city infrastructure and to local geologic features. The course also introduces scientific instrumentation including the imaging capabilities of electron microscopes, chemical analysis using X-Ray fluorescence spectroscopy, and/or laser analysis of particle sizes. Other activities include guest speakers, discussion of

science articles written for the general public, and one short writing assignment. For first-year students only; participation pending approval of a short application. No distribution credit. This course does not count toward the Geology major. Graded credit/no credit.

### **158 Regional Geology**

**Fall, Spring**

**Fall: Spencer; Spring: Staff**

**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**

**Spencer**

**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 2022-23**

**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**

**Spring**

**Persico**

**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: The Greater Yellowstone Ecosystem**

**Spring**

**Persico**

**1-3 credits**

This semester, Geology in the field 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 7-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. *Co-requisite:* ENVS-260. *Fee:* Up to \$500.

### **270 Minerals, Society, and the Environment**

**Spring**

**Barbee**

**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 \$50.

### **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 Not offered 2022-23**

**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 124 or 125.

### **312 Earth History Not offered 2022-23**

**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 2022-23**

**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 2022-23**

**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 2022-23**

**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****Staff****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.

**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.

**405 Volcanoes and the Solid Earth****Fall****Harrigan****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 possibly 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.

**410 ST: Introduction to Geoscience Computing****Spring****Harrigan****2 credits**

Computational skills are increasingly in demand across STEM disciplines. In this course, we will learn the basics of scientific computing and apply those skills to a variety of geologic problems. We will analyze data, create high-quality visualizations, and develop reproducible and reusable workflows using the R programming language. No prior coding experience necessary. *Prerequisite:* Geology 110 or 120 or 125 or consent of instructor. Distribution area: none.

**415 Terroir****Not offered 2022-23****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 or consent of instructor. *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****Harrigan****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 2022-23****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****Spring****Barbee****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****Bader****1 credit**

Seminar on various topics in the earth sciences. Topics covered in each year are chosen by the instructors, and may include the history of geology, geologic controversies, and ethical issues related to the profession of geology. Students are expected to complete assigned readings and make an oral presentation. Required of all senior geology majors and combined majors.

**480 Field Mapping****Not offered 2022-23****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



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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:* Julia Ireland  
Emily Jones  
Robert Mottram

*Affiliated Faculty*  
Patrick Frierson, Philosophy  
David Kim, Music

Paul Luongo, Music

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 evidence based arguments about German-speaking texts and cultural products in German and English.
- Students will gain proficiency in 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 cultural diversity within German-speaking cultural contexts.

**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, (36, plus two semesters of Elementary German).

**The German Studies major:**

- 36 Credits
- Required Courses
  - o German Studies 352
  - o 4 credits in a course taught in German Studies at Whitman at the 350 level or above
  - o 12 credits in courses taught in German Studies at the 300 level or above
  - o 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
  - o Up to 12 credits or transfer of study abroad credits may be accepted as German Studies with consent of the German Studies faculty.
  - o German Studies allows up to eight credits in approved German Studies courses from other majors to count toward the German Studies major requirements
  - o 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
  - o Independent Study courses may count toward the major
- Senior Requirements
  - o 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
  - o Students do not apply for admission to candidacy for honors
  - o Accumulated at least 87 credits
  - o Completed two semesters of residency at Whitman.
  - o Cumulative GPA of at least 3.300 on all credits earned at Whitman College
  - o Major GPA of at least 3.500
  - o Complete a written thesis or research project prepared exclusively for the satisfaction of this program
  - o 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.
  - o Earn a grade of at least A- on the honors thesis or project and the honors thesis course
  - o Pass the senior assessment with distinction
  - o Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of week 12 of the semester.
  - o 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

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

Jones

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 2022-23

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 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 2022-23

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**

**Not offered 2022-23**

**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 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**

**Fall**

**Mottram**

**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. 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**

**Spring**

**Jones**

**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 2022-23**

**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 reimaged 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.

### **314 Apparitions of Otherness: Primitivism and the Modern**

**Not offered 2022-23**

**4 credits**

“I kept looking at the fetishes. I understood: I too am against everything. I too think that everything is unknown, is the enemy! Everything!” Pablo Picasso’s astounding utterance, made at the Trocadero Museum of Ethnography, is but one testament to Europe’s renewed interest in primitivism in the early 20th century. This interdisciplinary literature and culture course examines the ways in which authors, artists, and musicians responded to global tribal artifacts looted from German and other European colonies, spiritualism, animism, and the unconscious. Through close encounters with literary works by Theodor Storm and Franz Kafka, films by Werner Herzog and F.W. Murnau, the music of Wagner and Schoenberg, and paintings by Adolf Menzel and Franz Marc, we will ask what happens when we discover that the otherness frequently projected outward is found within. Students will also continue developing high-level German language with a focus on discussion skills, presentational language, advanced grammar, and regular writing assignments. 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**

### **230 Conceiving and Re-conceiving Race**

**Not offered 2022-23**

**4 credits**

This course adopts a genealogical approach to the project of conceiving and re-conceiving race, focusing on the history of German thought and a range of contemporary responses to it. The course is divided into four units: an overview of the Enlightenment invention of the concept of race and racial classification (Kant, Blumenbach, Herder and others); a specific examination of current debates surrounding Kant's status in the canon; and an exploration of the Nazi invention of scientific racism and its debt to the US eugenics movement. The final unit considers current discussions about race in Germany, including the Black Lives Matter movement and the rise of anti-Semitism. The course is particularly concerned to show the historical construction of the European, or "Aryan," in its positioning against Blackness and the non-phenotypical categorization of Jews as a "race," and incorporates recent critical work by Black and Jewish authors. Course taught in English. Students electing to take the German Studies section will complete some reading in the original German equivalent or consent of instructor and may complete some writing, and discussion assignments in German. May be taken for credit toward the Race and Ethnic Studies major or minor.

### **354 German Cinema Culture**

**Not offered 2022-23**

**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 & Media Studies major or minor. Course may not be taken for credit if German 405 was completed.

### **355 Seeing and Being Seen: Framing Perception, Meaning, and the Gaze**

**Spring**

**Mottram**

**4 credits**

What happens when what is being looked at looks back? What is the relationship between framing devices and fantasies of domination or experiences of vulnerability? How does the male gaze shape society’s perception of women? What is the role

of the gaze in film theory? Frames attempt to set the parameters of perception and meaning. Whether they appear in literary works as windows or as the formal device of the frame story, whether they appear as the literal frame of a painting or as the shot in a film, frames focus attention and delimit contexts. This course examines both how frames function in literature, painting and film from the Enlightenment to World War II and beyond, as well as how diverse methodologies frame cultural material. Through close readings we will fix a critical eye on the political and epistemological stakes of attempts to fix the gaze. 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. May be taken for credit toward the Film & Media Studies major or minor.

**356 Rebels with a Cause: Rebels and Revolutionaries in the German Speaking World**  
**Not offered 2022-23** **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.

**408 Berlin: Evolution of a Metropolis**  
**Not offered 2022-23** **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 2022-23** **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.

**219 Modern Jewish Thought****Spring****Schultz****4 credits**

This course surveys the ways Jews and Jewish thought have navigated the intellectual, political, and spiritual challenges of modernity. From the Alhambra Decree of 1492 which expelled Jews from Christian Spain, to Jewish emancipation in the 19th-century Europe, to the Holocaust in the 20th-century, and finally to the 1948 formation of the state of Israel, modern Jewish experiences constitute an alternative modernity, one that draws from and profoundly challenges European enlightenment universalism. This story of clash and confluence will begin with the excommunication of Baruch Spinoza, the so-called "first modern Jew," and our investigations will move through pathways of Jewish enlightenment (Moses Mendelssohn) and existentialism, Zionism and the Jewish Question, theological feminisms, and ending with Levinas and Derrida. This course will survey the diverse landscapes of Jewish modernity, with special attention to dynamics between secularism and traditionalism, individualism and nationalism, exile and homeland, and Judaism and Christianity. 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 Religion 219.

**318 Hannah Arendt as Political Thinker****Not offered 2022-23****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.

**319 Frankfurt School Critical Theory****Fall****Ireland****4 credits**

This course introduces Frankfurt School Critical Theory through the writings of Benjamin, Horkheimer, Adorno, Marcuse and Habermas. Proceeding from Marx, it poses such questions as, What is ideology? How can one distinguish between ideological and non-ideological forms of consciousness? What is the Frankfurt School's notion of "critique"? The course seeks to engage the diverse answers Marxist and post-Marxist thinkers have given to these questions, considering what remains at stake in questions of ideology today. Course requirements include regular short papers, presentations, and a longer seminar paper. May be elected as Philosophy 319. *Prerequisite:* German 106 or consent of instructor. Students enrolled in the German Studies section of the course will be expected to complete some reading and assignments in German.

**335 Romantic Nature****Not offered 2022-23****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 2022-23**

**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**

**Spring**

**Ireland**

**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*  
 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 318 *Hannah Arendt as Political Thinker*  
 Philosophy 322 *Kant's Moral Philosophy*  
 Philosophy 329 *Wittgenstein*  
 Philosophy 338 *Hegel's Moral and Political Philosophy*  
 Philosophy 422 *Heidegger's Being and Time*  
 Politics 122 *Introduction to Modern European Political Theory*  
 Religion 219 *Modern Jewish Thought*

## 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.

#### 201 ST: "Every angel is terrifying": Rilke's *Duino Elegies*

Spring

Ireland and Jones

2 credits

This course explores Rilke's *Duino Elegies*, exposing German and non-German students to the beauty of Rilke's poetry and exploring the cross-pollination between poetry and philosophy. The course focuses on the *Elegies* in a bilingual edition and a selection of short philosophical readings including Benjamin, Arendt, Heidegger and others. The course will also reflect on poetry, interpretation and language by considering different available translations (including William Gass's controversial *Reading Rilke: Reflections on the Problem of Translation*). Knowledge of German not required. May be elected as Global Literatures 201. Distribution area: humanities or cultural pluralism.

### 300-301 Topics in Applied German Studies

#### 1-4 credits

Any current offerings follow.

#### 352 Cracking the Code: German Studies Research Methods

Fall

Ireland

2 credits

Academic research projects require planning and specialized skills. This senior seminar introduces advanced German Studies students to the research and writing 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 design and execute an independent research project. This course is required for German Studies majors. *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

Ireland

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

Ireland

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

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 320-325 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 1-4 credits

Courses under this category explore selected topics in global literatures at the intermediate level. Any current offerings follow.

#### 201 ST: “Every angel is terrifying”: Rilke’s *Duino Elegies*

Spring

Ireland and Jones

2 credits

This course explores Rilke’s *Duino Elegies*, exposing German and non-German students to the beauty of Rilke’s poetry and exploring the cross-pollination between poetry and philosophy. The course focuses on the *Elegies* in a bilingual edition and a selection of short philosophical readings including Benjamin, Arendt, Heidegger and others. The course will also reflect on poetry, interpretation and language by considering different available translations (including William Gass’s controversial *Reading Rilke: Reflections on the Problem of Translation*). Knowledge of German not required. May be elected as German 201. Distribution area: humanities or cultural pluralism.

#### 210 Quebec’s Quiet Revolution and the Making of a Bilingual Nation

Not offered 2022-23

2 credits

French is the vibrant, official language of Quebec, a linguistic island in the English-speaking nation of Canada. For nearly 200 years, however, French-speaking people in Quebec were an oppressed minority under British rule. How did this linguistic minority overcome decades of exclusionary prejudice to affirm a collective identity? In the Canadian context, the Quiet Revolution refers to a seminal period (the 1960s) of intense social, cultural and political development in Quebec, leading eventually to the election of a pro-sovereignty government and the declaration of French as the sole official language of the province. Literary and artistic production played a significant role in this movement, critiquing Canadian society, giving voice to Quebecois aspirations, and providing inspiration for linguistic minorities in places like Scotland and Catalonia. Study of dramatic, poetic, narrative, cinematic, polemical and theoretical works. Course taught in English; students who wish to do so may complete some readings in French. May be taken for credit toward the French and Francophone Studies major or minor.

#### 222 Introduction to Modern Japanese Literature and Culture

Not offered 2022-23

4 credits

This course introduces students to selected works of Japanese literature from the 20<sup>th</sup> 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. Course taught in English. May be elected as Japanese 400.

### **225 Exploring Human-Nonhuman Dynamics in Japanese Literature**

**Spring**

**Shigeto**

**4 credits**

This course introduces representative works in Japanese literature that address human-nonhuman relationships. We will explore how each work presents a cosmology of its own, released from strict nature-culture and subject-object divisions. While paying attention to specific anthropogenic environmental changes that the writers are responding to, we will also consider how their perspectives and attunement to surrounding presences- including the dead- might enhance our capacity to imagine a life with others on an imperiled planet. In addition to literary texts, some films and anime will be included. May be elected as Japanese 425.

### **230 Unsettling Masculinities in French Fiction and Film**

**Fall**

**Zalloua**

**4 credits**

This course provides a critical exploration of masculinity in French and Francophone film and fiction. In examining the politics of gendered and racial representations of masculinity, we ask: What types of desires and actions are associated with certain models of masculinity? How does France’s colonial heritage impact and inform the projection of its own masculinity and that of its formerly colonized others? How do writers, theorists, and filmmakers unsettle the fantasy of French masculinity? This course also takes up masculinity’s vexed relation to femininity, tracking how the ideological production of the latter is often premised on the former’s hegemonic stance. Short papers, oral presentations, and active participation are required. May be elected as Gender Studies 230 or Race and Ethnic Studies 230.

### **301 Chinese Literature and Film Adaptation**

**Spring**

**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 20<sup>th</sup> and 21<sup>st</sup> 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 2022-23**

**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.

### **312 Solitude and Literary Imagination**

**Not offered 2022-23**

**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****Not offered 2022-23****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****Fall****Shigeto****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****Not offered 2022-23****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 2022-23****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. May be elected as Japanese 438.

**351 Maid in Latin America: The Image of the Domestic Worker in Contemporary Cinema****Not offered 2022-23****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**

#### **Not offered 2022-23**

#### **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.

### **407 Visual Narrations: The Art and Architecture of the Graphic Novel**

#### **Not offered 2022-23**

#### **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: Nicole Simek (on sabbatical, Spring 2023)*

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 for the Center 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)
    - 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.)
      - Other advisor-approved short-term OCS (3-6 credit programs)
      - Globally-focused internship approved by GCS Director.
    - Analysis & Reflection
      - Co-taught Global Studies seminar
      - Approved Analysis and Reflection courses
        - FMS 340, Politics 331, Biology/History 121, or English 376
- Capstone project and assessment
  - Student learning assessment which consists of:
    - Integrative essay
    - E-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 210 *Museums and the Politics of Display*  
 Art History 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 306 *Culture, Politics, Ecology*  
 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*  
 History 155 *Animal, Vegetable, and Mineral: Natural Resources in Global Environmental History*  
 History 219 *Nation Creation: Latin America in the Nineteenth Century*  
 History 220 *Ottomania! History, Politics, and Memory of 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 - 118 *Comparative Studies in Religion*  
 Religion 152 *Saintly Lives*  
 Religion 205 *American Islam*  
 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 143 *Buddhist Art in Asia*
- Art History 353 *Blackness and the Arts*
- 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 245 *Native American Literatures*
- English 376 VT: *Counterpoints: Edward Said's Work and Anti-Colonial Literature*
- 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 Islamic World: The Ottomans to Arafat*
- History 322 *History of the Palestinian-Israeli Conflict*
- History 329 *Rights, Revolution, and Empire: France 1789-1815*
- 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 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 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 345 *Indigenous Politics*
- Politics 359 *Gender and International Hierarchy*
- Politics 367 *African Political Thought*
- Politics 322/Environmental Studies 322 *The Anthropocene*
- Psychology 230 *Social Psychology*
- Psychology 311 *Development and Parenting Across Cultures*
- Psychology 317 *Perspectives on Disgust*
- 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/Music 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*

History 160 *Troy & the Trojan War*  
 History 204 *Syria: From Ruin(ation) to Restoration*  
 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*

*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*

### Global Places & Events:

Anthropology 206 *Anthropology and Europe*  
 Anthropology 219 *Chinese Religions*  
 Anthropology 220 *China Now*  
 Art History 146 *Art of India*  
 Art History 351 *Los Angeles: Art, Architecture, Cultural Geography*  
 Art History 352 *Art/Environment*  
 Art History 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/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*  
 Geology 340 *Volcanoes*  
 Global Literatures 301 *Chinese Literature and Film Adaptation*  
 Global Literatures 309 *French National Cinemas*  
 Global Literatures 325 *Imagining Community through Contemporary Japanese Fiction and Film*  
 Global Literatures 338 *Undoing the Japanese National Narrative through Literature and Film*

Hispanic Studies 426 *Inventing Spain*  
 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 228 *Political Ecology*  
 Politics 240 *Mexico: Politics and Society in the Age of NAFTA*  
 Politics 308 *Middle East Politics*  
 Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*  
 Religion 153 *Religion and Native America*  
 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*

## Hispanic Studies

*Chair:* Sharon Alker  
Aarón Aguilar-Ramírez  
Janis Be

Mariana Pérez  
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 306 or higher; 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, 144 and 145 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, 145 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 the 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, 145, 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, History 283, 286, 287, 384, 387, 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**

**Pérez**

**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**

**Spring**

**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 2022-23**

**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 21<sup>st</sup> 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.

**145 Portraits of a Continent: An Introduction to Latin American Photography**  
**Fall Be 4 credits**

Can we still speak of such a thing as “Latin American” and “Latinx” photography? How do artists and photojournalists come to understand and capture (if not display and exhibit) local, regional, and national identities? How might photographic images - artistic, documentary, contestatory - respond to social and political injustices? Students in this introductory class examine photographic representations of mental illness, non-binary genders, the US Mexico border, and the last dictatorship in Argentina. We further consider transmedial representation by exploring how these photographers and their images have appeared in popular culture (films, graphic novels, music). Works under study include projects by both iconic and lesser-known photographers such as Graciela Iturbide, Paz Errázuriz, Marcelo Brodsky, Paula Luttringer, Helen Zout, Juan Rulfo, and Richard Misrach. The class also incorporates practice with creative photographic self-expression and the art of critique. Evaluation is based on class discussion, formal presentations of scholarly articles, and a final essay project. Course open only to first- and second-year students; juniors by consent of instructor. Course taught in English. May be taken for credit toward the Film and Media Studies major or minor.

**205, 206 Intermediate Spanish**

**Fall, Spring Fall: Aguilar-Ramírez; Spring: Vargas-Salgado, Pérez 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: Pérez, 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 2022-23**

**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 2022-23****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 2022-23****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****Not offered 2022-23****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, Aristides 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**  
**Not offered 2022-23** **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 21<sup>st</sup> 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**  
**Fall** **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**  
**Spring** **Pérez** **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**  
**Not offered 2022-23** **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 2022-23**

**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 2022-23**

**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**

**Spring**

**Aguilar-Ramírez**

**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.

#### **444 Decolonial Strategies in Latin(o) America**

**Fall**

**Vargas-Salgado**

**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**

**Not offered 2022-23**

**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 2022-23**

**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 (Alegria, 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 2022-23**

**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 2022-23**

**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 2022-23** **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 2022-23** **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 2022-23** **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 2022-23****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 2022-23****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 Risso, Daniel Bustamante, Marco Bechis, Marcelo Brodsky and Susan Meiselas, among others. Evaluation will be based upon class participation, oral presentations, written essays and a final research project. 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.

**460 ST: Should Kermit spill the tea on Hispanic Humor?****Fall****Perez****4 credits**

People of all ages and backgrounds respond to humor, though a clear definition is almost impossible to achieve. According to Umberto Eco, the comic is an "umbrella term" that includes "humor, comedy, grotesque, parody, satire, wit, and so on." In this class, we study the historical evolution and versatility of Hispanic humor in three major cultural areas: literature, visual arts, and social media. We analyze the function of humor as a carnivalesque mask that helps us both escape from and confront our reality as individuals and collectively. Together we explore a broad range of texts and contexts such as racism, colonization, sexuality, classicism: from Spanish Golden Age poetry to albur (a type of pun expressing Mexican queerness), from traditional music including son cubano and corridos to the Argentine classic comic strip Mafalda, from Mexican actor Tin Tan to John Leguizamo's stand up comedy. Evaluation is based on class discussion, close reading, written and oral assignments, and a final essay. Course taught in Spanish. May be applied to the Visual Cultures or Lyric/Verse requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. *Prerequisite:* Hispanic Studies 341 or 342 or 343 or 344, or consent of instructor. Distribution area: humanities.

**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:* Elyse Semerdjian

Jakobina Arch

Julie A. Charlip

John Cotts

Sarah H. Davies

Brian R. Dott

Nina E. Lerman

Camilo Lund-Montaña (on sabbatical, Spring 2023)

David F. Schmitz

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 or 498
    - 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 eight 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). Note: Honors candidates substitute 498 for 402.
  - 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 (History 498).
  - 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.

*Chair:* Elyse Semerdjian  
 Jakobina Arch  
 Julie A. Charlip  
 John Cotts  
 Sarah H. Davies

Camilo Lund-Montaño (Sabbatical Spring 2023)  
 David F. Schmitz  
 Lynn L. Sharp  
 Jacqueline Woodfork



Brian R. Dott  
Nina E. Lerman

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 or 498
    - 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 eight 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). Note: Honors candidates substitute 498 for 402.
  - 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 (History 498).
  - 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 *Histories of North America, c.1600-1890*

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*

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 151 *Before Germs and Genetics*

History 155 *Animal, Vegetable, Mineral*

History 160 *Troy and the Trojan War*

History 180 *Antiqui-tea: Spilling the Ancient Mediterranean*

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 208 *Latinx in the US: A History*  
 History 209 *Religion in Latin America*  
 History 214 *Sex in the Casbah: Sex, Gender & Islam*  
 History 218 *Africa to 1885*  
 History 224 *Powerful Art/facts*  
 History 225 *Cleopatra: History & Myth*  
 History 226 *Meet the Ancient Greeks*  
 History 227 *Meet the Romans*  
 History 231 *Oceans Past and Future: Introduction to Marine Environmental History*  
 History 232 *Changing Landscapes*  
 History 237 *Making of England*  
 History 241 *Early Japanese History*  
 History 243 *Japan's Modern Empire*  
 History 246 *Food Ritual & Performance: Cultural History in Late Imperial China*  
 History 247 *Early Chinese History*  
 History 254 *Social History of Stuff*  
 History 259 *ST: US Slavery & Resistance: 19<sup>th</sup> Century*  
 History 262 *People/Nature/Technology: North American Landscapes*  
 History 263 *From Farm to Fork*  
 History 264 *People Called Female: US Perspectives*  
 History 267 *Protest & Organizing: A History of U.S. Social Movements*

### **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 *Antiqui-tea: Spilling the Ancient Mediterranean*  
 History 182 *Expansion and Enlightenment*  
 History 205 *East Asian Environmental History*  
 History 208 *Latinx in the US: A History*  
 History 211 *The World Wars in Africa*  
 History 214 *Sex in the Casbah: Sex, Gender & Islam*  
 History 217 *Decolonization in Africa*  
 History 220 *Ottomania! History, Politics, and Memory of the Ottoman Empire*  
 History 227 *Meet the Romans*  
 History 243 *Japan's Modern Empire*  
 History 250 *New Worlds, New Empires: North America, 1600-1800*  
 History 259 *ST: US Slavery & Resistance: 19<sup>th</sup> Century*

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 286 *Making Modern Mexico*  
 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 393 *VT: A House of Mirrors: Roman Imperialism*  
 Previously offered courses:  
 History 290 *History & Sociology of Rock'n Roll*  
 History 325 *Women and Gender in Islamic Societies*

History 262 *People/Nature/Technology: North American Landscapes*  
 History 265 *Neighbors: The U.S. and Latin America in the 20<sup>th</sup> 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 366 *The Americas, 1968-1999: Dictatorship, Neoliberalism & Solidarity*

History 393 *VT: A House of Mirrors: Roman Imperialism*  
 History 488 *End of Empire in Africa*  
 History 489 *Roman Imperialism*

### 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 155 *Animal, Vegetable, Mineral*  
 History 183 *Revolution and Impact of Mass Culture*  
 History 204 *Syria: From Ruin(ation) to Restoration*  
 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 *The Arab Spring in Historical Context*  
 History 237 *Making of England*  
 History 243 *Japan's Modern Empire*  
 History 250 *New Worlds, New Empires: North America, 1600-1800*  
 History 265 *Neighbors: The U.S. and Latin America in the 20<sup>th</sup> Century*  
 History 267 *Protest & Organizing: A History of U.S. Social Movements*  
 History 276 *Europe: Global Dream, National Nightmare, 1871-1945*

### Social Justice

History 112 *Modern Africa*  
 History 188 *Modern Latin America*  
 History 204 *Syria: From Ruin(ation) to Restoration*  
 History 206 *European Environmental History to 1800*  
 History 208 *Latinx in the US: A History*  
 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 *Oceans Past and Future: Introduction to Marine Environmental History*  
 History 235 *The Arab Spring in Historical Context*  
 History 241 *Early Japanese History*  
 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*

Previously offered courses:  
 History 213 *The US & the Wars in Iraq*  
 History 261 *America in Vietnam*  
 History 325 *Women and Gender in Islamic Societies*

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 366 *The Americas, 1968-1999: Dictatorship, Neoliberalism & Solidarity*  
 History 384 *Cuba and Nicaragua*  
 History 393 *VT: A House of Mirrors: Roman Imperialism*  
 Previously offered courses:  
 History 213 *The US & the Wars in Iraq*  
 History 261 *America in Vietnam*

History 259 *ST: US Slavery & Resistance: 19<sup>th</sup> Century*  
 History 263 *Farm to Fork*  
 History 264 *People Called Female: US Perspectives*  
 History 265 *Neighbors: The U.S. and Latin America in the 20<sup>th</sup> Century*  
 History 267 *Protest & Organizing: A History of U.S. Social Movements*  
 History 268 *Migration and Ethnicity in the US*  
 History 280 *The "Other" Greece & Rome*  
 History 286 *Making Modern Mexico*  
 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 *Sugar, Sex and Slavery*  
 History 365 *Industrialization in the US*  
 History 366 *The Americas, 1968-1999: Dictatorship, Neoliberalism & Solidarity*  
 History 370 *Histories of US Genders and Sexualities*  
 History 371 *African American History*

### Before Modernity

History 105 *Histories of North America, c.1600-1890*  
 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 *Antiqui-tea: Spilling the Ancient Mediterranean*  
 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 218 *Africa to 1885*  
 History 219 *Nation Creation*  
 History 220 *Ottomania! History, Politics, and Memory of the Ottoman Empire*  
 History 224 *Powerful Art/ifacts*  
 History 225 *Cleopatra: History & Myth*  
 History 226 *Meet the Ancient Greeks*

History 384 *Cuba and Nicaragua*  
 History 393 *VT: A House of Mirrors: Roman Imperialism*  
 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*

History 227 *Meet the Romans*  
 History 231 *Oceans Past and Future: Introduction to Marine Environmental History*  
 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: North America, 1600-1800*  
 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 and Slavery*  
 History 393 *VT: A House of Mirrors: Roman Imperialism*  
 Previously offered courses:  
 History 325 *Women and Gender in Islamic Societies*

### 105 Histories of North America, c.1600-1890

#### Not offered 2022-23

4 credits

North America at the turn of the 17th Century was home to more nations and languages than Europe. During the next several centuries, tiny European colonies began a long project of conquest and empire, swelling with settlers, importing enslaved workers, trading and fighting with neighbors, and remaking both landscape and political geography. The settler colonists of England and Spain eventually claimed nationhood, becoming the US, Mexico, and (later) Canada, creating new "national" policies about borders, neighbors, citizenship, government. In the 19th Century we will focus more on the nation-building project of the United States -- a "republic" of freedom and slavery, an imagined empire spanning the continent, vast immigration from unimagined places -- and its challenges confronting paradoxes of sovereignty, slavery, and Enlightened "equality." Our US exploration takes us through Civil War into the continued quest for empire and the new racializations bequeathed to the 20th Century (to around 1890).

### 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**

**Spring**

**Arch**

**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 2022-23**

**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 2022-23**

**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 and 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:* Biology 121.

### **127 Islamic Civilization I: The Early and Medieval Islamic World**

**Not offered 2022-23**

**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 2022-23** **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**  
**Not offered 2022-23** **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**  
**Fall 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 2022-23** **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 Antiqui-tea: Spilling the Ancient Mediterranean**

**Fall**

**Davies**

**4 credits**

This course takes a self-conscious approach to what has long been asserted (and weaponized) as a “foundational survey” of the “Ancient” histories of Western Asia and the lands bordering the Mediterranean. As such, it calls attention to, while reading against the grain of, a “civilizational” narrative that has hitherto privileged certain assumptions regarding “progress,” sought to engrave a teleology (“from Ancient Near East [sic] to Egypt to Greece to Rome”) used to underpin and define “Western modernity,” and which actively manipulates, marginalizes, and dehumanizes millions of peoples – past and present – through its imperial/colonial framework. This course explores the contours of these interlocking processes, while also tracing the fractures, interstices, and ongoing struggles in the “surviving” evidence, usually boxed into categories of disciplinary “knowledge,” literary as opposed to oral, voices heard over the silenced, and/or the archaeological/artifactual/art-historical – all of it curated by modern geo-politics. Spanning thousands of years, a broad geography, and a diversity of worldviews, this course seeks to dispel oppressive myths inscribed as “universal,” be they linearities drawn from “Prehistory” to “History,” discourses surrounding “Agricultural” and “Urban/Industrial” “Revolutions,” “Empires” as cyclical inevitabilities, or essentializing narratives regarding humanity, social hierarchies, gender identities, place, and the peoples of a place (with an exploration across the labels of “Mesopotamia, Egypt, Levant, Greece, north Africa, Europe, the Roman Empire”). On a weekly basis, we will unpack the historicizing of hegemonic structures that have ‘splained “Antiquity,” while then countering those edifices with perspectives “traditionally” unseen in the textbooks.

### **181 Europe Transformed, c. 300-1400**

**Spring**

**Cotts**

**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 2022-23**

**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 2022-23**

**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****Fall****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****Not offered 2022-23****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 Syria: From Ruin(ation) to Restoration****Not offered 2022-23****4 credits**

This course surveys the formation of modern Syria from the Ottoman period, the French mandate, national independence, to civil war. Students will learn about the country's ethnic and religious diversity and how sectarianism and imperialism assisted the rise of military dictatorships culminating in a half-century of Asad rule. Special attention will be given to Syria's major cities (Aleppo, Hama, Homs, and Damascus) and how siege warfare, indiscriminate killing of civilians, and urbicide—deliberate violence against the city—characterized the last decade of fighting. From autonomous Kurdish Rojava to the rise of the Islamic State and experiments with democracy in Idlib province, students will analyze the origins and outcomes of the Syrian war. The course finishes with the restoration of the regime and the struggle to rebuild post-war Syria. Course materials are a mix of historical texts, media and human rights reports, and documentary films. Assignments include presentations, short papers, and a final paper. 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****Not offered 2022-23****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 2022-23****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:****Fall****Cotts****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.

**208 Latinx in the US: A History****Not offered 2022-23****4 credits**

Spanish Americans? Hispanics? Latina/os? Latinx? For over two hundred years, the “Latino” identity in the United States has been forged, imposed, fragmented, and reclaimed. This course examines the social, cultural, and political trajectories of Latin American communities from the US-Mexico War of 1847 to the presidential election of 2020. With a combination of primary and secondary sources, we will approach different communities and their relationship to the land, the history, and the politics of the United States. For instance, how did legal policies encourage practices of exclusion or assimilation? What impact did specific waves of immigrants and exiles have at the local and national levels? How did different communities coalesce or build their own civil rights movements? What are the contrasts between Chicano nationalism and Puerto Rican nationalism? And in what ways did cultural and artistic representations shape their social and political identities? Furthermore, the course will explore the nuanced positions of the Latinx communities towards US foreign policy as well as the different modes of marginalization of indigenous and folks of African descent within the “Latino” identity frameworks. May be taken for credit toward the Race & Ethnic Studies major or minor.

**209 Religion in Latin America****Not offered 2022-23****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 sciences or cultural pluralism. Any current offerings follow.

**211 The World Wars in Africa****Not offered 2022-23****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**

#### **Not offered 2022-23**

#### **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**

#### **Fall**

#### **Woodfork**

#### **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 2022-23**

#### **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 Ottomania! History, Politics, and Memory of the Ottoman Empire**

#### **Not offered 2022-23**

#### **4 credits**

Blending traditional study of history with a sprinkle of politics and popular culture, this course is an unconventional survey of the Ottoman Empire (1299-1918) from its inception, expansion, and eventual collapse. Students will learn the history of the Ottomans while tracing the phenomenon of Ottomania—a neologism for the positive and negative memories of empire that continue to influence Turkish society, culture, and politics. Framed diachronically, the social and political histories of the empire are placed in dialogue with the political and cultural deployment of the Ottoman past. The course finishes with the formation of modern Turkey through state violence against its Greek, Kurdish, and the Armenian minorities and how those events are both remembered and forgotten. Assignments include readings, film and television program viewings, and an individually-designed final research project. May be taken for credit toward the South Asian & Middle Eastern studies major or the Race & Ethnic Studies major or minor.

### **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 Artifacts: Greece/Rome****Not offered 2022-23****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 224 or Classics 224.

**225 Cleopatra: History & Myth****Not offered 2022-23****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 2022-23****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 2022-23****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**

**Spring**

**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 2022-23**

**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 2022-23**

**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 2022-23**

**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****Not offered 2022-23****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.

**246 Food, Ritual & Performance: Cultural History in Late Imperial China****Not offered 2022-23****4 credits**

How did transformative cultural changes such as introductions of new crops, fluctuating pilgrimages, and new works of drama and literature influence the lives of Chinese from 1500-1900? Topics include the introduction of the chili pepper, shifting meanings of pilgrimage sites, cultural practices reflected in literature, and beliefs of groups fomenting uprisings such as the Taipings and Boxers. Throughout the semester, we will link these topics to themes such as class and gender. Readings for the course will include recent scholarly writings as well as a variety of primary (original) sources, including religious texts, plays, novels, art works, calendars, illustrated books, and diaries. Classes will be discussion-based with some lecturing. Assignments will include presentations and papers. May be taken for credit toward the Chinese major or minor.

**247 Early Chinese History****Spring****Dott****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 2022-23****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 2022-23****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.

## **259 Special Topics in U.S. History**

### **2-4 credits**

A course which examines special topics in U.S. history. Any current offerings follow.

### **259 ST: US Slavery & Resistance: 19<sup>th</sup> Century**

**Spring**

**Lerman**

**4 credits**

Race, Violence, Health: the keywords of the 2020-21 academic theme highlight core elements of the vast system of racialized slavery in the United States, and can 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. Histories of slavery are often termed "hard history": they are uncomfortable. We will be reading, discussing, and writing (short papers). Applied toward the North America geographical area and the modern requirement. Distribution area: cultural pluralism or social sciences.

### **262 People/Nature/Technology: North American Landscapes**

**Fall**

**Lerman**

**4 credits**

This class explores human interactions with the environments they inhabit, asking 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 modes of control of the world around them have they found acceptable or problematic, why, and who should make the choices? The "people" we will attend to inhabit a continent of indigenous nations, colonizing settlers and imperial dreamers, forced migrants and voluntary ones, and (eventually) the full range of citizens primarily of the United States. We will interrogate vocabularies, such as: land, landscape, backcountry, rural, urban, wilderness, park, industrial park... and we will inevitably need to problematize the categories: how do we conceive of the slashes between people/nature/technology, and how does our historical vocabulary shape the questions we ask? 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**

**Not offered 2022-23**

**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." May be taken for credit toward the Gender Studies major or minor.

### **265 Neighbors: The U.S. and Latin America in the 20th Century**

**Fall**

**Lund-Montaña**

**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.

### **267 Protest & Organizing: A History of U.S. Social Movements**

**Not offered 2022-23**

**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 will 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. May be taken for credit toward the Gender Studies major or minor or the Race & Ethnic Studies major or minor.

### **268 Im/migration and US History: Population Flows, Experience, and Nation**

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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. May be taken for credit toward the German Studies major.

### **277 Revolutionary Europe: Democracy Rising**

**Not offered 2022-23**

**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 2022-23**

**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**

**Spring**

**Davies**

**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.

### **286 Making Modern Mexico**

**Not offered 2022-23**

**4 credits**

This course explores the history of Mexico since independence. Throughout the semester we will focus on some of the transformative events of the country — the Mexico-US War of 1847, the liberal reforms of the late 19th century, the Mexican Revolution, and the end of the one-party rule in the early 2000s — while also examining the ongoing processes of class relations, gender dynamics, complexities of racial and ethnic identities, cultural and artistic movements, rural and urban oppositions, and the close yet turbulent relationship with the United States. The course will use primary and secondary readings, as well as fiction, and will be conducted by lecture and discussion. May be taken for credit toward the Race & Ethnic Studies major or minor.

**287 Colonial Latine America****Not offered 2022-23****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 2022-23****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 2022-23****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****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 2022-23****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 19<sup>th</sup> Century****Not offered 2022-23****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 sciences or cultural pluralism. Any current offerings follow.

**313 Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina****Not offered 2022-23****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 2022-23****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 sciences. 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 2022-23****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**

**Spring**

**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 2022-23**

**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**

**Spring**

**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 2022-23**

**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 2022-23**

**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 2022-23**

**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**

**Not offered 2022-23**

**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 2022-23**

**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.

### **344 China in Revolution**

**Not offered 2022-23**

**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 2022-23**

**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**

**Arch**

**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**

**Spring**

**Arch**

**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 2022-23**

**4 credits**

Africa, the Americas, and Europe came together during the 15<sup>th</sup> 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 2022-23**

**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 19<sup>th</sup> century to the recognizably industrial nation of the early 20<sup>th</sup> 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.

### **366 The Americas, 1968-1999; Dictatorship, Neoliberalism & Solidarity**

**Not offered 2022-23**

**4 credits**

Covering the waning and the aftermath of the Cold War, the class will discuss the changes in diplomatic relations and foreign policy in the Americas, and the development of transnational networks of non-governmental organizations and individuals. Topics include the rhetorical and practical uses of human rights, the expansion and effects of neoliberalism and economic globalization, the expansion of religious organizations and NGOs, and the development of local and international social movements. The course will also analyze the ideologies, goals, and internal dynamics of armed and political struggles from the guerrilla forces against military dictatorship in the Southern Cone to the Quebec sovereignty movement in Canada. A constant theme of the class will be the flow of people in different immigration contexts, of goods and services through the creation of free trade zones, and of ideas with new communication technologies. The seminar will focus on the discussion of primary and secondary sources, movies and music, and assignments will include short essays, and creating an interactive map and timeline. May be taken for credit toward the Race & Ethnic Studies major or minor.

### **370 Histories of US Genders and Sexualities**

**Not offered 2022-23**

**4 credits**

This class explores the uses and meanings of gender categories and understandings of sexualities in the history of the United States. It explores how gender categories have been deployed in a multicultural nation, and in what ways people of the past understood what we would call sexuality. It also asks in what ways other kinds of social and geographic boundaries—for example race, class, region, ethnicity, citizenship—have shaped gendered and sexual experience, and when. In the past half-century, constructing and rewriting histories of binary categories and silenced experiences has led to an interrogation of gender categories and boundaries and layers of rethinking sexuality. More recent histories add intersections with other ways of delineating difference and power. We will explore histories of ideologies and experience in a range of contexts from the 18th through the 20th centuries. May be taken for credit toward the Gender Studies major or minor or the Race & Ethnic Studies major or minor.

### **371 African American History**

**Not offered 2022-23**

**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.

### **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 2022-23****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.

**393 Seminar in Ancient Mediterranean History****4 credits**

A seminar in a selected topic in the history of Ancient Mediterranean. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. *Recommended prerequisite:* History 299. Any current offerings follow.

**393 VT: A House of Mirrors: Roman Imperialism****Fall****Davies****4 credits**

This course unravels the complex layers of Rome's "great empire" – a phenomenon at once foretold, celebrated, bemoaned, mourned, and immortalized in antiquity... and beyond. The course searches for the deepest roots of Roman imperialism, navigating multiple definitions and debates surrounding "Roman-ness" and systems of power. In doing so, the course investigates a terrain of apparent (yet revelatory) paradoxes: the juxtapositions of traditionalism and innovation, flexibility and intolerance, autocracy and philanthropy, and of obsession regarding self-ruin coupled with a deep-seated faith in eternity. All the while, the course unfolds the modern/contemporary afterlives of the Roman empire, investigating the retoolings of an imperial "mission" into the foundations of Europe and the United States, the problematically linear links forged between Rome and a constructed "West," and an unnervingly durable legacy of nostalgia in historicizing narratives. Throughout the semester, we will continue to redefine "imperialism" and "empire" and ask the following questions (among others): what are the relationships between notions of "governance," "liberty," "order," and imperialism? What roles are played by how worldviews – from geographies to "universals" regarding human nature – have been mapped? What patterns of resistance and counter-revolution exist? What factors seem most decisive in an empire's collapse – and did Rome "fall" (and, perhaps, how often)? To what extent has Rome become a "template" for empire, and how are the imbricated histories of Rome and "the West" in conversation with thinking in decolonizing and anti-imperial ways, in potentially unlearning imperial modes that continue to persist? Applies toward the Ancient Mediterranean geographical area and the pre-modern requirement. May be taken for credit toward the Classics/Classical Studies major or minor. Distribution area: cultural pluralism, humanities, or social sciences.

**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 semester-long research project on a topic of your choice. Not open to first-year students.



*Recommended prerequisite:* History 299. Any current offerings follow.

### **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 semester-long research project on a topic of your choice. Not open to first-year students. *Recommended prerequisite:* History 299. Any current offerings follow.

### **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 semester-long research project on a topic of your choice. Not open to first-year students. *Recommended prerequisite:* History 299. Any current offerings follow.

### **397 Seminar in Islamic World History**

#### **4 credits**

A seminar in a selected topic in the history of Islamic World History. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. *Recommended prerequisite:* History 299. Any current offerings follow.

### **398 Seminar in Asian History**

#### **4 credits**

A seminar in a selected topic in the history of Asian History. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. *Recommended prerequisite:* History 299. Any current offerings follow.

### **399 Seminar in North American History**

#### **4 credits**

A seminar in a selected topic in the history of North American. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. *Recommended prerequisite:* History 299. Any current offerings follow.

### **399 VT: Capitalism Manufactured/Industrializing 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. Applies toward the North America geographical area and modern requirement. *Recommended prerequisite:* History 299. 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 follow.

**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.

### 125 Applied Liberal Arts and Sciences

Summer-Spring

Major Advisor

1 credit

This one-credit academic course, approved by the major advisor, and supervised by a member of the Career and Community Engagement Center, connects formal off-campus student experiences in applied settings (e.g., internships) with their academic major. Learning Objectives of the course must allow for enhanced student learning within a student’s major at Whitman College in terms of major-specific knowledge, skills, ethics, problems, or organizational systems or cultures. Assignments may include reflective writing, readings, research, report writing, and presentations. Students are required to meet with the Career and Community Engagement Center regularly, to demonstrate progress and to work to connect the experience to their major. This course is graded by the major advisor on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. Students must have declared a major in order to enroll in this course. May be repeated for a maximum of two credits. Please see the International Student and Scholar Services web page. Graded credit/no credit. *Prerequisite:* Major Declared.

### 150-151 Special Topics in Interdisciplinary Studies

#### 1-4 credits

Any current offerings follow.

#### 151 ST: Latinx Movement

Spring

LROD

1 credit

During this two-week residency course in Latinx Movement, the enrolled community is invited to get up, connect with their bodies, and rigorously move together while exploring the social and communal Latin Diaspora of movement, migration, and music. We will engage in deepening our use of horizontal and vertical weight, isolations, polycentric movements, and hip whining techniques in a community of care. We will gently weave a survey of the history, art, and literature from the Latinx experience through an embodied practice. Professor LROD (el rod) will facilitate Latinx Movement with radical tenderness to embrace deeper states of power, awareness, and energetic alignment for heightened connectivity and restorative power. ¡Vamos a bailar! Course runs April 17-20, and 24-27. Distribution areas: fine arts or humanities.

## **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: Contemporary Environmental Poetry: A Sampler Course**

**Fall**

**Dungy**

**1 credit**

In a mixture of discussion, lecture, and applied practice, this brown bag seminar will introduce some of the possibilities for environmental poetry today. We will explore the history, craft elements, and major figures who have brought us to where nature poetry stands today. No preparation required, but be sure to bring your favorite notebook or writing device. In addition to engaging in lively discussions and reading lots of exciting poems, you'll get started on some poems of your own. This course is taught by Visiting Arnold Professor, and is open to students, staff, and faculty. It will be held as a brown bag lunch series. This course does not count towards the Environmental Studies major or the Environmental Humanities major. Graded credit/no credit. Distribution area: None.

## **210 Global Returns: Critical Engagements after Study Abroad**

**Not offered 2022-23**

**2 credits**

This course is designed for students returning from Whitman Off-Campus Study programs outside the United States, or after other extended international study. It provides students with the tools, perspectives, and a set of targeted assignments to make sense of and communicate with others about their transformative experiences abroad. When students return from study abroad, too often their time away becomes adjunct or ancillary to the rest of their studies. When this happens, opportunities to situate their international experiences within a larger, critical liberal arts framework are diminished or lost altogether. This course offers students an opportunity to return to their global experiences through critical interrogation and reflection on what it means to live in another culture. Students will analyze their off-campus study through the lens of other forms of global encounter, including colonialism, othering, and cosmopolitanism. Students will also assess different ways study abroad has transformed them, including psychologically and politically. In addition to readings and discussions, students will carry out a group project addressing how global issues in the media are framed and presented differently depending on international location. Graded credit/no credit. Distribution area: none. *Prerequisite:* Off-Campus Studies program participation or consent of instructor.

## **220 Fire and Ice: Canadian Issues and Identity**

**Not offered 2022-23**

**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: Surviving ISIS and Kurdish Politics: The Yazidi Genocide in Iraq****Fall****Barber****2 credits**

The Yazidi Genocide, which began in 2014, was the attempt of the Islamic State organization to annihilate the Yazidi ethnoreligious minority. This project involved the slaughter of thousands of Yazidis and the enslavement of more than 3,500 Yazidi women and girls. Though the Yazidis had survived successive phases of persecution over several centuries, the genocide of 2014 became the single-most catastrophic event in Yazidi history. In this six-week mini seminar, students will gain exposure to the essential features of this genocide, including its background and causes, the nature of its execution, and the trajectory of its aftermath. Themes to be covered include: Yazidi history, religion, and identity; U.S. intervention in Iraq; the rise of Salafi jihadism; the role of the Syrian Civil War; the Kurdish political context; local human rights problems and political failures that enabled the genocide; humanitarian action and advocacy responses; survivor experiences and activism; displacement, migration, and diasporas; and international failures in resolving the genocide. Students will be graded on attendance, class participation, and a short response paper. Distribution area: none. Course runs October 14-November 18.

**240 Special Topics in Interdisciplinary Studies****3-4 credits**

Any current offerings follow.

**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: Religious Minorities and Human Rights in the Islamic Middle East****Spring****Barber****4 credits**

This course bridges earlier periods of Islamic history with contemporary issues in the Middle East by exploring four broad aspects of Middle Eastern religious minority communities: 1) their origins and histories; 2) their religious beliefs and cultures; 3) their relationships with political power and the religious majority; 4) their contemporary human rights challenges and recent experiences. Seismic events that have impacted minorities will be examined in conjunction with historical forces. The roles played by Islamic law, sectarianism, colonialism, ethnic nationalism, Western intervention, religious extremism, and interfaith relations will be considered. Students will acquire working knowledge of a wide range of minorities in the region and will compare and contrast Western, Muslim, and minority discourses about Middle Eastern minorities. The course will emphasize crucial human rights issues that beset minority populations today. Prior knowledge of Islam or Middle East studies is useful, but is not a prerequisite for this course. Assignments will include weekly reading responses and a shorter final paper. May be taken for credit toward the Religion major or minor or toward the Middle East or Humanistic Inquiry requirement for the South Asian and Middle Eastern Studies major. Distribution area: none.

**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.

**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 one course paper and complete a senior project
  - 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 400/ Global Literature 222 *Introduction to Modern Japanese Literature and Culture*  
 Japanese 438/Global Literature 338 *Undoing the Japanese National Narrative through Literature and Film*

### Japanese Literature Courses (8 credits)

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*  
 Japanese 400/ Global Literature 222 *Introduction to Modern Japanese Literature and Culture*  
 Japanese 425/Global Literature 225 *Exploring Human-Nonhuman Dynamics in Japanese Literature*  
 Japanese 438/Global Literature 338 *Undoing the Japanese National Narrative through Literature and Film*

### Electives (8 credits)

|  |  |
|--|--|
| Japanese 400/Global Literature 222 <i>Introduction to Modern Japanese Literature and Culture</i>   | History 110 <i>East Asian History 1600 to the Present</i>              |
| Japanese 425/Global Literature 225 <i>Exploring Human-Nonhuman Dynamics in Japanese Literature</i> | History 205 <i>East Asian Environmental History</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 325 <i>Imagining Community through Japanese Literature and Film</i>              | History 348 <i>Horseriders and Samurai</i>                             |
| Global Literature 338 <i>Undoing the Japanese National Narrative through Literature and Film</i>   | History 355 <i>Pacific Whaling History</i>                             |
| History 109 <i>Historical Roots of East Asia</i>   | History 398 <i>VT: Japan's Natural Disasters</i>                       |
|  | Japanese 405-406 <i>Fourth Year Japanese</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**

This course introduces basic grammar patterns, hiragana, katakana, and kanji, while providing the student with the opportunity to practice conversational skills and to read cultural and literary materials. 4 periods per week plus 1 period of Conversation Session outside of the class with a native speaker. *Prerequisite for 106:* Japanese 105.

### **205, 206 Intermediate Japanese**

**Fall, Spring**

**Johnson**

**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. 4 periods per week plus 1 period of Conversation Session outside of the class with a native speaker. *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.

### **400 Introduction to Modern Japanese Literature and Culture**

**Not offered 2022-23**

**4 credits**

This course introduces students to selected works of Japanese literature from the 20<sup>th</sup> 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. Students electing to take Japanese 400 will complete some reading, writing, and discussion assignments in Japanese. May be elected as Global Literature 222.

### **405, 406 Fourth-Year Japanese**

**Fall-405**

**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.

### **425 Exploring Human-Nonhuman Dynamics in Japanese Literature**

**Spring**

**Shigeto**

**4 credits**

This course introduces representative works in Japanese literature that address human-nonhuman relationships. We will explore how each work presents a cosmology of its own, released from strict nature-culture and subject-object divisions. While paying attention to specific anthropogenic environmental changes that the writers are responding to, we will also consider how their perspectives and attunement to surrounding presences- including the dead- might enhance our capacity to imagine a life with others on an imperiled planet. In addition to literary texts, some films and anime will be included. This course counts for Environmental Humanities credit. May be elected as Global Literature 225. *Prerequisite:* Japanese 306.

**438 Undoing the Japanese National Narrative through Literature and Film****Not offered 2022-23****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 elected as Global Literature 338. Students enrolled in this course (Japanese 438) will do writing and some of the reading assignments in Japanese.

**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.

**491 Introduction to Japanese Calligraphy****Fall, Spring****Takemoto****1-4 credits**

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.

**491 Chanoyu (The Art of Serving and Receiving Tea)****Fall, Spring****Takemoto****1-4 credits**

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****Shigeto****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:

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:
    - History 188, 209, 219, 283, 286, 287, 288, 384, 387, 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; History 283, 286, 287, 384, 387, 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

Fall

Blau

1 credit

How do I find information in the library? How do I use that information in academic contexts? How do I decide which sources are relevant and credible? 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 instructor.

### 120 Information and Society

Spring

Pearson

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

Fall

Keene

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

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. Students will learn the relationship between archives and oral history projects, think about how to organize digital objects, and display 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.

## Mathematics and Statistics

*Chair:* David Guichard

Barry Balof

Russell A. Gordon (on sabbatical, 2022-2023)

Douglas Hundley

Patrick W. Keef (on sabbatical, 2022-2023)

Marina Ptukhina

Albert W. Schueller

Mathematics and statistics 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 familiar with calculus.

**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 real analysis (e.g., continuity, differentiation, and integration).
  - Mathematics majors: Fundamentals concepts from abstract algebra (e.g., groups, rings, and fields).
  - Mathematics/Statistics majors: Fundamentals concepts from probability theory and statistics (e.g., probability distributions, statistical inference, statistical modeling, ability to visualize data and create comprehensive data analysis reports).
- 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 124 or 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 124 or 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 124 or 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 124 or 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 124 or 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 an A\*, A or B on the A-Level Mathematics Exam are considered to have completed the equivalent of Mathematics 124 or 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 124, 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 124 or 125, 126).

### The Mathematics major:

- 35 Credits (41 credits if starting with Mathematics 124 or 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
  - 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/Computer Science 215
- Mathematics 240 and 247
- Other minor requirements
  - Two other courses from the following
    - Mathematics 248, 339, 347, 349, 350; Geology 418
- Other notes
  - If also a Mathematics major, Mathematics 240 will satisfy both the Mathematics major and Data Science minor requirements.

#### **The Mathematics-Statistics combined major:**

- 34-36 credits plus 19-24 credits outside of the dept (from the minor requirement and Computer Science course)
- Required Mathematics courses:
  - Mathematics 225, 240, 260, 350, 455
- Required Statistics courses:
  - Mathematics 247, 248, 347, 349, 438
- Required Computer Science courses:
  - Computer Science 167
- A minor in any one of the following departments: Astronomy, Biology, Chemistry, Geology, Physics, Economics, Sociology, Psychology
- Notes:
  - Students may satisfy the minor requirement by completing a second major in one of the listed departments in the minor requirement section
  - Students may not double major this degree with any of the following second majors: Mathematics, Economics-Mathematics, or Mathematics-Physics
- 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 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 an 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 Mathematics-Physics combined major:**

- 49 credits (24 credits in Physics and 25 credits in Mathematics, if starting with Physics 155 and Mathematics 124 or 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 an 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

**124 Introduction to Calculus****Fall****Balof****4 credits**

Topics include limits and continuity. Definition, computation and applications of the derivative. An introduction to integration, including the fundamental theorem of calculus. Of the 4 credits, approximately 1 credit will be committed to a parallel track of instruction that introduces and/or reviews topics in algebra, trigonometry, exponential and log functions and graphing as they are being encountered in the calculus curriculum. *Prerequisites*: two years of high school algebra; one year of plane geometry

**125 Calculus I****Fall, Spring****Fall: Parker; Spring: Staff****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: Guichard; Spring: Fry****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 124 or 125 or equivalent.

**128 Introduction to Statistics****Fall, Spring****Petersen****3 credits**

This course introduces students to basic tools for describing and summarizing data as well as methods of statistical inference such as confidence intervals and hypothesis tests. The randomization approach used in the course allows students to develop a deeper understanding of the fundamental idea of statistical inference. A web-based statistical applet is used throughout the course. This course does not count toward the Mathematics major or Data Science minor. Students considering these should enroll in Mathematics 247 instead. *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: History of Mathematics****Spring****Balof****3 credits**

The course will explore the cross-cultural roots of mathematical ideas and topics through examination of primary and secondary sources. The main emphasis will be on problem solving using the tools and ideas available to mathematicians of a given time period. *Prerequisite:* Mathematics 126 or equivalent. Distribution area: none.

**215 Introduction to Data Science****Fall****Ptukhina****4 credits**

An introduction to the approaches and tools of exploratory data analysis and visualization. Through a series of projects, we explore large data sets through methods like cleaning, filtering, sorting, boolean selections and merging. As large amounts of data typically are stored in lists, we use algorithmic thinking to transform raw data into usable form. We develop hypotheses and supporting visualizations to tell the story of the data. We learn and practice technical communication in both oral and written form. Through a series of readings and discussions, we learn best practices for the ethical use of data and how to identify problematic uses of data in society. May be elected as Computer Science 215. *Prerequisites:* Mathematics 124 or 125, and Computer Science 167 or 270.

**220 Discrete Mathematics & Functional Programming****Fall****J. 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 Computer Science 220. *Prerequisites:* Computer Science 167 or Computer Science 270, and Mathematics 124 or 125.

**225 Calculus III****Fall, Spring****Fall: Fry; Spring: Parker****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. *Prerequisite:* Mathematic 126.

**240 Linear Algebra****Fall, Spring****Fall: Hundley; Spring: Staff****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: Petersen; Spring: Ptukhina****3 credits**

An introduction to statistics for students who have taken at least one course in calculus. This course focuses on introducing statistical concepts and inference through active learning assignments. Students learn about the process of statistical investigations. This includes data collection and exploration, methods of statistical inference, and the ability to draw appropriate conclusions. The widely-used statistical software R will be used in addition to web-based applets. *Prerequisite:* Mathematics 124 or 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: Balof; Spring: Guichard****4 credits**

An introduction to some of the concepts and methodology of advanced mathematics, including a brief introduction to number theory. 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 2022-23****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 2022-23****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 2022-23**

**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 or 270.

### **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 or Economics 227.

### **349 Probability Theory**

**Spring**

**Petersen**

**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.

### **358 Combinatorics and Graph Theory**

**Not offered 2022-23**

**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**

**Hundley**

**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 2022-23**

**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****Not offered 2022-23****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 Real Analysis I****Fall****Schueller****4 credits**

Provides 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, and infinite series. *Prerequisite:* Mathematics 260.

**456 Real Analysis II****Not offered 2022-23****4 credits**

The content varies from instructor to instructor with typical topics chosen from series of functions, topology of the real line, basic concepts of metric spaces, the calculus of vector-valued functions, and more advanced integration theory. *Prerequisite:* Mathematics 455.

**467 Numerical Analysis****Not offered 2022-23****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 or Computer Science 270. *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 Abstract Algebra I****Fall****Guichard****4 credits**

An introduction to groups, rings and fields, including subgroups and quotient groups, homomorphisms and isomorphisms, subrings and ideals. *Prerequisite:* Mathematics 260.

**476 Abstract Algebra II****Spring****Guichard****4 credits**

Topics may include fields, simple groups, Sylow theorems, Galois theory, and modules. *Prerequisite:* Mathematics 475.

**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****Balof****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:* Paul Luongo  
Miles Canaday  
Amy Dodds

Gary Gemberling  
David Kim

Jessica Posada  
Doug Scarborough  
Michael Simon

*Studio Music Instructors:*  
Clark Bondy  
Laura Curtis  
Erin Foster  
Roger Garcia  
Diane Gray-Chamberlain

J.J. Gregg  
Pablo Izquierdo  
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, they 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, they 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.
- **Technology and Production**
  - Music 271; either Music 371 or 372
  - One academic elective in music, excluding applied music
  - Three credits of applied music; no more than two credits at the 100-level.
  - Music 497 or 498
- 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, harp, 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

Fall

Simon

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.

**115 Introduction to World Music****Not offered 2022-23****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****Dodds****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****Posada****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 2022-23****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 2022-23****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****Fall****Scarborough****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****Fall****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. *Fee:* \$400 per credit per semester.

**203 Special Topics in Music****1-4 credits**

Any current offerings follow.

**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****Posada****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****Fall, Spring****Canaday****1 credit**

Choral music that bridges a broad array of musical traditions over eight centuries. This ensemble performs works by composers within the classical canon and by composers historically underrepresented on choral concert programs. No audition necessary; please arrange an appointment with the instructor for voice part placement at the beginning of the semester. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed. Fee: \$25.

### **245, 246 Ghanaian Drumming Ensemble**

**Not offered 2022-23**

**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**

**Fall**

**Posada**

**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**

**Fall, Spring**

**Canady**

**1 credit**

A 24-member select ensemble specializing in unaccompanied choral music from the 15th to 21st centuries. This ensemble performs works by composers within the classical canon and by composers historically underrepresented on choral concert programs. P-D-F not allowed. Membership open only to members of Chorale by audition. *Co-requisite:* Music 241 or 242.

### **251, 252 C: Chamber Winds**

**Not offered 2022-23**

**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 2022-23**

**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**

**Not offered 2022-23**

**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**

**Staff**

**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 2022-23**

**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 2022-23**

**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 2022-23**

**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**

**Fall, Spring**

**Staff**

**0 credits**

Studio Performance Class is a lab that supports Applied Music (Music 163/164 – 463/464) and provides performing opportunities to our music students in a masterclass atmosphere. *Prerequisite:* consent of instructor. *Corequisite:* Music 163, 164, 263, 264, 363, 364, 463, or 464.

**268, 269 Jazz Choir**  
**Not offered 2022-23**

**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**  
**Not offered 2022-23**

**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**

**Simon**

**3 credits**

This course is designed to offer students a broad introduction to and understanding of the technologies surrounding music and its production in today's environment. Students will engage with topics including recording audio, MIDI, digital audio workstations, sampling, signal processing, non-linear editing, and music production in a project-based manner. Through discussions, listening assignments, and written texts, students will explore the aesthetic and cultural implications of the ways that music and technology intersect in the rapidly changing music landscape. Students will complete a supervised project in the area of their interest. No previous experience is required. May be taken for credit toward the Film & Media Studies major or minor.

**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 must be able to read music.

**298 Music History II: Classic 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 must be able to read music.

**299 Music History III: Music Since 1900**  
**Not offered 2022-23**

**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 or consent of instructor.

**309 Special Studies**  
**3 credits**

Any current offerings follow.

**310 Hearing Islam**  
**Not offered 2022-23**

**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. May be taken for credit toward the Film and Media Studies major or minor or the South Asian and Middle Eastern Studies major. May be elected as Religion 310.

### **314 Symphonic Literature**

**Not offered 2022-23**

**3 credits**

From the 18<sup>th</sup> 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**

**Hicks**

**3 credits**

Study of musical forms including sonata, fugue, theme and variations, binary, ternary, and song forms, 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 2022-23**

**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**

**Spring**

**Dodds**

**3 credits**

The lives and music of selected female classical music composers from the medieval era through the 21st century. *Prerequisites:* Music 297 or 298 or 299 or consent of instructor and be able to read music. Offered in alternate years.

### **358 Music and Diplomacy**

**Not offered 2022-23**

**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 2022-23**

**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 126 or consent of instructor.

### **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 2022-23**

**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**

**Not offered 2022-23**

**3 credits**

This course will continue the study of topics in music technology, with an emphasis on advanced exploration of recording and mixing techniques, synthesis, sampling, and new technologies in music. Additionally, this course includes an introduction to audio and music perception and cognition as well as an introduction to programming in Max/MSP. Coursework is largely project based, with the opportunity for students to work in a sustained manner on their topics of interest. The course includes further discussion of the intersection of music and technology, and how this intersection is reflected in the music we interact with on a daily basis. Critical listening, as well as reading and writing, will be a component of the course. May be taken as credit toward the Film & Media Studies major or minor *Prerequisite:* Music 271 or consent of instructor. May be repeated once for credit.

### **372 More Cowbell! Music Production: the Art Behind the Song**

**Spring**

**Simon**

**3 credits**

We're surrounded by recorded music nearly all the time, but what goes into making the recordings of these songs? From George Martin to Timbaland to Sylvia Massy, music producers working behind the scenes have shaped music in profound ways. By embarking on an in-depth study of the art of music production we will explore how this once-technical endeavor has grown into a full-fledged art form unto itself, intersecting with musicianship, psychology, and sociology. This course will study the context, process, and aesthetics of recorded music production, analyzing music productions through listening, reading, and creating, focusing on the conscious choices made during the production process that make up the songs we love. Students will embark on sustained creative projects, making their own music productions alongside their studies. May be taken for credit toward the Film & Media Studies major or minor. *Prerequisite:* Music 271.

### **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 2022-23****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.

**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****Staff****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 2022-23****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****Staff****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  
 Patrick R. Frierson

Rebecca Hanrahan  
 Julia A. Ireland  
 Wenqing Zhao (on sabbatical, Fall 2022)

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.

**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 or 202
- Other notes
  - 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 *The Nature of Persons*

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 215 *Ethics after Auschwitz*  
 Philosophy 216 *Cosmopolitanism, Citizenship, and Belonging*  
 Philosophy 318 *Hannah Arendt as Political Thinker*  
 Philosophy 319 *Frankfurt School Critical Thinking*

Philosophy 321 *Changing the Subject: Judith Butler and Philosophy*  
 Philosophy 331 *Nietzsche and Heidegger*  
 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 215 *Ethics after Auschwitz*  
 Philosophy 216 *Cosmopolitanism, Citizenship, and Belonging*

|  |   |
|--|---|
| Philosophy 217 <i>Bioethics</i>  | Philosophy 311 <i>Plato</i>                   |
| Philosophy 218 <i>Restorative Justice</i>                              | Philosophy 312 <i>Aristotle</i>               |
| Philosophy 219 <i>Case Studies in Applied Ethics</i>                   | Philosophy 315 <i>Happiness</i>               |
| Philosophy 222 <i>Liberatory Pedagogies</i>                            | Philosophy 322 <i>Kant's Moral Philosophy</i> |
| Philosophy 227 <i>Concepts of Nature in Modern European Philosophy</i> | Philosophy 332 <i>Reproduction</i>            |
| Philosophy 251 <i>Chinese Philosophy and Contemporary Issues</i>       | Philosophy 338 <i>ST: The Zhuangzi</i>        |
| Philosophy 262 <i>Animals and Philosophy</i>                           | Philosophy 360 <i>Asian Philosophy</i>        |
|  | Philosophy 461 <i>Global Health Ethics</i>    |

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.

### **107 Critical Reasoning**

**Not offered 2022-23**

**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**

**Spring**

**Zhao**

**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 2022-23**

**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**

**Fall**

**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**

**Not offered 2022-23**

**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.

### **125 Philosophy of Science Fiction**

**Not offered 2022-23**

**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. May be taken for credit toward the Film and Media Studies major or minor.

### **127 Ethics**

**Fall**

**Jenkins**

**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 2022-23**

**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**

**Fall**

**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 2022-23**

**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 2022-23**

**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-year 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 2022-23****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.

**205-207 Special Topics in Philosophy**

A course which examines special topics in Philosophy. Any current offerings follow.

**205 ST: Climate Change: The Dystopian Present in Black and Indigenous Thought****Fall****Edusei****4 credits**

This course examines climate change and the Anthropocene from the perspectives of Black and Indigenous peoples. Scientific, political, economic, and environmentalist discourses on climate change often describe future catastrophes that will befall the planet. Similarly, the Anthropocene is often used as a concept that describes future worlds dominated by human caused disasters and environmental degradation. Discourses on climate change and the Anthropocene often seek to create alarm at the peril of a dystopian future. However, for many Black and Indigenous peoples, there are no future dystopias. The dystopias are now. This course interrogates Black and Indigenous humanistic, artistic, and philosophical traditions that offer alternatives to dominant conceptions of climate change and the Anthropocene. The course will focus on how such traditions describe experiences of time in ways that reframe the very topic of environmental change itself. Black and Indigenous traditions around time have important significance for understanding the field of climate justice. The significance includes topics such as envisioning just and equitable futures and the assessment of unequal burdens of climate change impacts borne by Black and Indigenous peoples in the U.S. and throughout the world. Drawing on Black, Indigenous, and other scholars of color in academic and non-academic mediums, students will engage with the lived realities and often obscured intellectual traditions that are already confronting climate catastrophes of dystopian futures. Applies to the Underrepresented Paradigms or former Foundations requirement in Environmental Humanities. May be taken for credit toward the Race and Ethnic Studies major or minor. Applies to the Ethics or elective requirement for the Philosophy major or minor. May be elected as Environmental Studies 202A. Distribution area: cultural pluralism or humanities.

**206 ST: Justice and Traditions of Environmental Ethics****Fall****Edusei****4 credits**

This course will introduce the concept of environmental ethics, focusing on ethical traditions of Black, Indigenous, and other scholars of color. This course will open up to students the diverse traditions of environmental ethics with important connections to global environmental justice. Such traditions include different multi-cultural meanings of justice and equality, and the uses of these concepts in practice. In addition to learning about the environmental ethics of diverse peoples, this course will center how these ethical frameworks challenge capitalist, industrial, patriarchal, ableist, and colonial systems of disempowerment. Drawing on a range of disciplines, students will think critically through how these ethical frameworks inform the different ideas and practices for how to develop and sustain human, non-human, and environmental relationships. Applies to the Ethics, or former Critical Thinking requirement in Environmental Humanities. May be taken for credit toward the Race and Ethnic Studies major or minor. Applies to the Ethics or elective requirement for the Philosophy major or minor. May be elected as Environmental Studies 202B. Distribution area: cultural pluralism or humanities.

**207 ST: Food Justice & Food Sovereignty****Spring****Edusei****4 credits**

Food justice and food sovereignty are movements that are at the forefront of transforming food systems throughout the world to be equitable, safe, healthy, and sustainable. The course will focus on students' learning the histories of peoples and communities that created these significant social movements, both in the U.S. and other places. The histories of food justice and food sovereignty movements are important vectors for understanding the aspirations of Black, Brown, Indigenous, people of color, and global south peoples for ending oppression in the food system. Food system oppression refers to the numerous forms of labor exploitation, insecurity, intercorporeal violence, forced migration, cultural deprivation, and ecological degradation that characterize food consumption and supply chains today. Food justice and food sovereignty movements advocate for a new future food system free from oppression, disempowerment, and exploitation. The movements are diverse in scope, ranging from Indigenous restoration of traditional foods to agroecology. They are diverse in scale, ranging from the very local, to regional and international networks. Students in the course will gain knowledge to support further academic work and civic engagement in the food justice and food sovereignty movements. Students will develop an understanding of food systems and food policies that contribute to food systems oppression. Key to understanding oppression is the examination of diverse peoples' food systems that existed prior to colonialism and capitalism. Drawing on a range of interdisciplinary literature and case studies, this course will both deconstruct the problems of dominant food systems and construct new visions for just, equitable, and locally-determined food systems. Applies to the Underrepresented Paradigms requirement in Environmental Humanities. May be taken for credit toward the Race and Ethnic Studies major or minor. Applies to the Ethics or elective requirements in the Philosophy major or minor. May be elected as Environmental Studies 203, but must be elected as Environmental Studies 203 to satisfy the interdisciplinary course requirement in environmental studies.. Distribution area: cultural pluralism or humanities.

**210 Epistemology****Spring****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.

**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 2022-23**

**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**

**Spring**

**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**

**Fall**

**Clearfield**

**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.

### **222 Liberatory Pedagogies**

**Spring**

**Frierson**

**4 credits**

Human interactions, particularly those that involve educational or caregiving relationships, can be dehumanizing and oppressive. Such interactions are also essential for becoming human, and they can be truly liberatory. How can one respect the humanity of all participants in educational relationships while also cultivating, through education, various forms of

personal and social liberation? The course seeks to answer this question as it applies to “students” ranging from infants through adults, with a focus on texts by Jean-Jacques Rousseau, Maria Montessori, Paolo Freire, and bell hooks.

### **227 Concepts of Nature in Modern European Philosophy**

**Not offered 2022-23**

**4 credits**

This course explores a variety of philosophical conceptions of nature and the natural world in Modern European philosophy, from Francis Bacon to 20<sup>th</sup> century thinkers such as Heidegger. May be elected as Environmental Studies 227.

### **235 Philosophy of Feminism**

**Not offered 2022-23**

**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.

### **251 Chinese Philosophy and Contemporary Issues**

**Not offered 2022-23**

**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.

### **261 Philosophy of Science**

**Not offered 2022-23**

**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 2022-23**

**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 taken for credit if completed 345.

### **270 The Nature of Persons**

**Not offered 2022-23**

**4 credits**

This course will examine some key questions about the nature of persons, such as: What, if anything, binds a person together as a unified thing at any one time? What does it take for someone to remain the same person over time, and what kinds of changes would be equivalent to death? What would it take for a person to act freely and be responsible for their actions? Are human beings ever actually able to do that? We will approach those questions from both first-person and third-person perspectives, drawing on both philosophical reflection and scientific findings.

### **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 2022-23**

#### **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 2022-23**

#### **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.

### **319 Frankfurt School Critical Theory**

#### **Fall**

#### **Ireland**

#### **4 credits**

This course introduces Frankfurt School Critical Theory through the writings of Benjamin, Horkheimer, Adorno, Marcuse and Habermas. Proceeding from Marx, it poses such questions as, What is ideology? How can one distinguish between ideological and non-ideological forms of consciousness? What is the Frankfurt School's notion of "critique"? The course seeks to engage the diverse answers Marxist and post-Marxist thinkers have given to these questions, considering what remains at stake in questions of ideology today. Course requirements include regular short papers, presentations, and a longer seminar paper. May be elected as German 319.

### **320 Contemporary Pragmatism**

#### **Not offered 2022-23**

#### **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 2022-23**

#### **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. classBi-weekly seminar presentation papers will be required, as well a final presentation and researched paper. The seminar is writing intensive, and emphasizes structured peer feedback. May be elected as Rhetoric, 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 2022-23**

**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 2022-23**

**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 2022-23**

**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 2022-23**

**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**

**Not offered 2022-23**

**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.

### **338-339 Special Topics: Philosophers and Philosophical Movements**

**4 credits**

An examination of a philosopher or philosophical movement. Any current offerings follow.

#### **338 ST: The Zhuangzi**

**Spring**

**Zhao**

**4 credits**

This course is a close reading of the Zhuangzi, focusing on its "Inner Chapters" as curated by Guo Xiang (d. 312). The Zhuangzi is a wildly imaginative text featuring discussants of myriad "piping of Heaven:" from a summer cicada to a toeless amputee to the emperor of the Southern Sea to a talking skull. As philosophy, the Zhuangzi is deeply personal, sensitive, and ingenuous. Yet, at the same time, the text presents the utmost abstract and elevated thinking about the world and beyond. Furthermore, through close reading the Zhuangzi, students learn to see how foundational concepts in Western philosophy, such as the self, emotion, and well-being, could be carved out differently and the radical new possibilities of philosophy the Zhuangzian building blocks mount to. May be

elected as AMES 301. Applies to the Ethics requirement for the philosophy major. *Prerequisite*: minimum one philosophy course or consent of instructor. Distribution area: cultural pluralism or humanities.

### **340 Special Topics: Philosophical Problems**

#### **4 credits**

An examination of a philosophical problem. Any current offerings follow.

#### **340 ST: Embodied Cognition**

##### **Spring**

##### **Frierson**

##### **4 credits**

How does your body affect who you are? Are you your body? How much of your body are you? Is your mind instantiated or located entirely in your brain, or are non-neuronal features of your body also partly constitutive of your mind? To what extent would you still be you in a different body? What features of the body are central for social recognition? How far does the “body” extend? Are your tattoos more a part of your body than your hair or your clothes? Is your cell phone part of your body? How does the body inhabit, perform, and/or limit your possible identities (gendered, racialized, disabled, and so on)? This course focuses on the relationship between the non-neuronal body and perception, cognition, and self-hood through engagement with contemporary philosophers such as Alva Noë, Evan Thompson, and Judith Butler, and scientists such as Esther Thelen and Eleanor Rosch.

Applies to the Analytic requirement for the philosophy major. Distribution area: humanities.

### **356 Contemporary Philosophy of Science**

#### **Not offered 2022-23**

##### **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 2022-23**

##### **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.

### **365 Confucius’ Analects**

#### **Not offered 2021-22**

##### **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 elected as AMES 365.

### **410 Special Topics in Continental Philosophy**

#### **4 credits**

An examination of a text or problem from the Continental philosophical tradition. Any current offerings follow.

### **422 Heidegger’s Being and Time**

##### **Spring**

##### **Ireland**

##### **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**

**Not offered 2022-23**

**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.

**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:* Moira I. Gresham  
Kurt R. Hoffman  
Douglas H. Juers

Frederick G. Moore  
Ashmeet Singh

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
  - Students without prior computer programming experience should consider taking Computer Science 167 within their first two years of study.
  - 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
  - Six 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 124 or 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 (including Mathematics 125 and 126)
- 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 124 or 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 267 (fall) and two 300-level Physics courses, including at least one of 325, 339, 347, 357, and 385; Mathematics 240 (nine credits).
- IV. Fourth year: Two or more 300-level physics courses.

\*Students with strong high school physics background (AP Physics C, Calculus-based physics, College level Physics) should consider stepping directly into Phys 156 during the fall of their first or second year. If interested, contact a physics professor about the placement exam prior to the fall semester.

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 suit their goals.

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. To get course equivalency for Phys 145 or 155, the course must be calculus-based and have a lab component. The department administers placement exams during the summer for students with strong high school physics background who might be prepared to skip Phys 155 and begin the physics sequence with Phys 156 in the fall. A score of 5 on the Physics C advanced placement test transfers as credit for the lecture component of Phys 155; to obtain full credit for Phys 155, students must additionally take the 1-credit Phys155L course.

### **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**

#### **Spring**

**Hoffman**

**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 2022-23**

**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 2022-23**

**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**

#### **115-Fall**

**Hoffman**

**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.

### **135 Introduction Physics Laboratory**

#### **Spring**

**Staff**

**1 credit**

A course option specifically for students who score a 5 on the AP Physics C: Mechanics exam or who have taken calculus-based introductory physics without a laboratory at another institution; such students may complete Phys 135 to receive College credit equivalent to Phys 155. The course is a series of exercises and problems requiring the manipulation of physical apparatuses and use of data collection and computation tools. Laboratory exercises and problems are designed to deepen student understanding of physical phenomena addressed in General Physics 155. Phys 135 students enroll in a Phys 155L laboratory section alongside Phys 155 students. Graded credit/no credit only. Does not fulfill science or quantitative analysis distribution. *Prerequisite*: consent of instructor.

### **145 General Physics I – with Applications to Life and Earth Sciences**

**Fall** **Hoffman** **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 124 or 125.

### **146 General Physics II – with Applications to Life and Earth Sciences**

**Spring** **Gresham** **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 124 or 125.

### **155 General Physics I**

**Spring** **Juers, Singh** **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 124 or 125.

### **156 General Physics II**

**Fall** **Gresham, Singh** **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 and Mathematics 124 or 125.

### **200-203 Special Topics**

**1-4 credits**

Any current offerings follow.

### **245 Twentieth Century Physics I**

**Spring** **Singh** **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****Gresham, Hoffman****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 156.

**300-303 Special Topics****1-4 credits**

Any current offerings follow:

**300 ST: Acoustics****Fall****Hoffman****3 credits**

This course will be an introduction to the study of acoustics. The course will focus on the study of vibrations and waves related to acoustic phenomena. Students will learn to solve differential equations describing ideal systems. In addition, numerical techniques will be used to address real systems that can't be solved analytically. Applications related to musical instruments will be highlighted, but other applications will also be considered depending on individual student interest. *Prerequisite:* Physics 245. *Corequisite* – Mathematics 244.

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

The application of concepts and approaches from physics and mathematics (e.g. mechanics, thermodynamics, electromagnetism, quantum physics, probability) 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, molecular motors, macromolecular conformation, signal propagation in neurons, gene expression, and vision. Includes exercises in computation; no prior coding experience assumed. Three one-hour lectures per week; weekly problem sets; exams. May be elected as BBMB 324. *Prerequisites:* Physics 156 and Mathematics 225.

**325 Electricity and Magnetism****Spring****Moore****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.

**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. May be elected as BBMB 334. *Corequisite:* Physics 324. Open to non-BBMB/Physics majors only with consent of instructor.

**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 245 and 267.

### 347 Classical Mechanics

Fall

Singh

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 2022-23

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 2022-23

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

Spring

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

Not offered 2022-23

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 2022-23

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****Staff****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:* Jack Jackson  
 Susanne Beechey  
 Aaron Bobrow-Strain  
 Shampa Biswas  
 Philip D. Brick

Andrea Sempértegui  
 Özge Serin  
 Stan Thayne

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](http://www.whitman.edu/content/politics).

**Language study:** The politics department encourages language study as part of a robust liberal arts education.

#### **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.

#### **109 Introduction to U.S. Politics and Policymaking**

**Fall**

**Beechey**

**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**

**Not offered 2022-23**

**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 2022-23**

**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**

**Fall**

**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 2022-23**

**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 2022-23**

**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**

**Fall**

**Serin**

**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**

**Not offered 2022-23**

**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: Race and the Politics of Outdoor Recreation**

**Spring**

**Thayne**

**4 credits**

Outdoor recreation, in its various forms, has often been critiqued as lacking in racial diversity and inclusion. In response to Black Lives Matter protests, affinity groups for recreationists of color have gained greater visibility and many outdoor retailers and organizations have undertaken new campaigns to improve inclusivity. In this course we will reflect on the politics of outdoor recreation with an eye to its settler and racial formations and investments, not only in terms of representation and visibility, but the ways that racial assumptions and ideologies are inscribed into the very practices themselves. The course may include some outings, engaged critically, as agreed upon by the group. The goal of outings will be to confront and disrupt racial assumptions “in the field” as we consider how “the outdoors” may need to change and what it may become when engaged critically. No fees as outings will be covered by internal funding. Distribution area: cultural pluralism or social sciences.

#### **201 ST: Land Water Justice: Envisioning the Next West**

**Spring/Summer**

**Blavascunas, Thayne**

**4 credits**

This field course examines land, water, and justice in the inland Northwest, with an emphasis on racial and climate justice. Students will read about connections between manifest destiny and decolonization while gaining skills in digital storytelling, oral history, and interviews. Particular emphasis will be placed on imagining just futures and how to examine practical and aspirational solutions for addressing critical problems of climate change and racial inequality. The course has a one credit spring seminar and an accompanying three credit field component in the following May/June. May be elected as Anthropology 247 or Environmental Studies 303. *Prerequisite:* Admission to the Program-**Just Futures/Next West Media Lab (see Special Programs section of the catalog)**. Distribution area: cultural pluralism, humanities, or social sciences.

#### **203 ST: Carceral Cultures**

**Spring**

**Serin**

**4 credits**

This course offers students an intellectual toolkit for thinking critically and engaging politically with contemporary problems of hyper-incarceration. Drawing from historical, ethnographic, and theoretical texts about slave plantations, native reservations, internment camps, prisons, refugee camps and immigration detention centers in diverse cultural and geographic locations, we will rethink capital, labor and political economy; regimes of

racialization and gendering; and sovereignty and biopolitics in 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. Distribution area: cultural pluralism or social sciences.

### **207 Islam and Politics**

**Not offered 2022-23**

**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.

### **212 What is Political Freedom?**

**Not offered 2022-23**

**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**

**Spring**

**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.

### **228 Political Ecology**

**Fall**

**Bobrow-Strain**

**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 2022-23**

**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 2022-23**

**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 19<sup>th</sup> 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 or minor.

**250 Reproduction and the State**

**Fall**

**Beechey**

**4 credits**

This course offers a survey of contemporary political debates around reproductive policies. We will engage debates between reproductive rights and reproductive justice frameworks, read legislation and court cases pertaining to contraception and abortion, analyze sex education initiatives, and consider emerging policies around reproductive technologies and surrogacy. We will interrogate the surveillance of pregnant bodies, forced sterilization, eugenics, maternal mortality rates, and policies to promote particular birthing practices. The course will center on debates and policies within the United States and draw upon international comparison cases. Gender, race, sexuality, class, and disability will be central categories of analysis in the course. May be taken for credit toward the Gender Studies major or minor.

**254 Gender and Race in Law and Policy**

**Not offered 2022-23**

**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.

**255 Gender, Race and the Environment**

**Spring**

**Sempértegui**

**4 credits**

This course examines and connects key insights from the fields of feminism, environmental studies, and critical race studies. While environmental studies explore relationships between living beings and their environment, feminist and critical race theories focus on hierarchical relationships and power structures that benefit some people but oppress others. By reading texts that link environmentalism to feminism and anti-racism, the course navigates difficult questions of power, knowledge, and nature. As a class, we will explore key topics in environmental activism (such as extractivism, oil spills, pollution, etc.) in relation to race, class, gender and sexuality. May be taken for credit toward the Gender Studies major or minor or the Race and Ethnic Studies major or minor.

**260 The Secularization of Whitman College**

**Not offered 2022-23**

**4 credits**

Whitman College was originally founded as a seminary named after two missionaries who were sent to this region to convert the Cayuse, Umatilla, and Walla Walla peoples to Christianity. Though the college now has no official ties to Christianity, we continue to bear the names of the Whitmans, house artifacts collected by our missionary founders, repent of our mascots, mark and wash our monuments, and have a mission statement outlining our goals and aspirations. Is Whitman haunted? Are all secularisms haunted? In this class we will consider the present politics of Whitman College in light of our archives, collections, and relationships, as well as broader scholarship on religion and secularism. May be elected as Religion 260.

### **287 Natural Resource Policy and Management**

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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?

### **308 Middle East Politics**

**Not offered 2022-23**

**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.

### **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**

**Not offered 2022-23**

**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 2022-23**

**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: The Global Politics of the War in Ukraine**

**Fall**

**S. Biswas**

**4 credits**

This course will study the 2022 Russian invasion of Ukraine and its aftermath. Using different theories of international relations, the course will examine the geopolitical dimensions of the conflict, its effects on the global economy, and the different responses to it from across the world. Topics may include: the role of NATO in the post-Cold War world, conventional vs nuclear weapons, war crimes, third world perspectives on the war, Ukrainian resistance to the invasion, media representations, literary and creative responses, racial framings of the conflict, and gendered impacts of war, among other developing issues. The course will require students to stay up-to-date on news and develop a final project that engages the public on issues related to the war in Ukraine.

Distribution area: social sciences.

#### **315 ST: Violence**

**Spring**

**Serin**

**4 credits**

In light of the debates elicited by Étienne Balibar's recent work *Violence and Civility*—which takes its cue from the ambiguity of the German notion *Gewalt* (power/violence)—this seminar will examine the intrinsic relationship between violence and politics at a time when extreme violence (both subjective and objective) distorts efforts at resistance and calls into question the possibility of politics. Reading between political theory, anthropology, and psychoanalysis, we will examine modalities of extreme violence and trace the historical chains of causality that link political, structural, and symbolic violence within a generalized economy of (self-) destruction. How are

material structures (“economy”) and ideological superstructures (the “social imaginary”) embodied and reproduced in life-times of abandonment and disposability; racialized rightlessness and criminalization; war and mass death? Considering the political paradox of a destructive violence (an insurgent violence to end all violences), we will move from a conception of violence as intrinsic to the institution of the political to an immanent and determinate critique of violence, which signals a new thinking of politics at a distance from the dialectics of power and violence. Distribution area: social sciences.

**320 The Politics of Global Security**  
**Not offered 2022-23**

**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 2022-23**

**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**  
**Spring**

**J. Jackson**

**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**  
**Fall**

**Beechey**

**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 2022-23**

**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.

### **330 Indigenous Feminisms in the Americas**

**Fall**

**Sempértegui**

**4 credits**

Since the rise of the “third wave,” feminists have sought to problematize the centrality of the “White Western Woman” in classical feminism. Among these approaches are alternative feminisms developed from the unique experiences and struggles of Indigenous women in the Americas. These Indigenous activists and scholars have challenged the exclusion of their histories and voices within hegemonic feminist traditions. This course explores the work of pioneer figures from Domitila Barrios de Chungara (Bolivia) and Rigoberta Menchú (Guatemala) to the Zapatista women (Mexico). As we read texts by and about Indigenous women, we will explore the relationship between Indigenous feminisms and other feminist traditions; the unique concepts of indigeneity, gender, and class in these movements; and the reasons that Indigenous feminists connect women’s struggles to the broader resistance struggles of Indigenous communities. May be taken for credit toward the Gender Studies major or minor or the Race and Ethnic Studies major or minor.

### **331 The Politics of International Hierarchy**

**Not offered 2022-23**

**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.

### **334 The U.S.-Mexico Border: Immigration, Development, and Globalization**

**Not offered 2022-23**

**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**

**Spring**

**Brick**

**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).

### **345 Indigenous Politics**

**Not offered 2022-23**

**4 credits**

“It has been said that being born Indian is being born into politics.” -Gerald Taiaiake Alfred. America is an occupied space, structured by a logic of elimination. Indigeneity is the refusal to be eliminated. Whitman College is a part of that occupation, and yet we have an agreement with the Confederated Tribes of the Umatilla Indian Reservation, whose ancestors have lived on this land since “time immemorial”—long before the arrival of any American settlers. In this class we will spend a semester considering what that commitment can and should entail. Topics and themes include treaties, nation states, federal Indian law, Indigenous nationhood, boarding schools, education, monuments and memorials, queer Indigenous studies, MMIW, settler colonialism, blood, DNA, First Foods, Truth and Reconciliation, reparations, sovereignties, Indigenous futurities, critical indigenous studies, and more.

### **350 Politics of Salmon**

**Fall**

**Thayne**

**4 credits**

In the Pacific Northwest, salmon are political. The history and current politics of Indigenous peoples, settler colonial infrastructure, law, commerce, hydropower, agriculture, recreation, dam-building and dam removal, treaty rights, environmentalism, science, activism, and sovereignty in the Northwest—and particularly in the Columbia River Basin, or Nch'i-Wana—can be told through the story, and politics, of salmon. For better or worse, the lives of salmon are bound up with the lives of humans, and their future is largely up to our actions. Whitman College, located on the eastern edge of the Columbia River Basin, with the concrete-choked and salmon-bereft Mill Creek flowing through it, is a perfect place to engage the politics of salmon—politics which, whether we realize it or not, we are already a part of. The course will involve regular Friday afternoon excursions and a multi-day field trip in the Columbia River Watershed. May be elected as Environmental Studies 350, but must be elected as Environmental Studies 350 to satisfy the interdisciplinary course requirement in environmental studies.

### **354 Topics in Jurisprudence: Time, Law, and Justice**

**Fall**

**J. Jackson**

**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 2022-23**

**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.

### **362 Food, Culture, and Politics**

**Spring**

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

### **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 2022-23**

**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 2022-23**

**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.

### **370 Power, Pipelines and Dispossession**

**Spring**

**Sempértegui**

**4 credits**

What is fossil fuel capitalism and how does it operate? In this course we will consider answers to this question by examining oil as a political, social, and natural resource. We will focus on how the transnational oil industry operates at the level of infrastructures, territories, finance, and the state. In other words, the course will explore how the extraction and consumption of oil shapes processes of democratization, state governance, and individual and collective identity construction. We will also discuss how oil affects workers, racialized communities, natural environments, and Indigenous peoples who often resist its extraction.

**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****Staff****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****Staff****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****Staff****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:* Matthew W. Prull

Thomas Armstrong

Pavel Blagov

Melissa W. Clearfield

Nancy Day (on sabbatical, 2022-2023)

Walter T. Herbranson

Stephen Michael

Erin Pahlke

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

Quantitative analysis: 210

Science: 215, 225

None: 325

**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 course from three of the four foundation areas
    - Clinical/Personality: Psychology 216, 260, or 270
    - Cognitive/Learning/Physiological: Psychology 215, 217, 225, 229, or 390
    - Developmental: Psychology 218, 219, or 240
    - Social: Psychology 230, 231, or 239
      - A special topics course may satisfy a foundational area requirement only if that has been specified in the course's description.
  - 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

**The Psychology+French combined major:**

- All the required 36 Credits for a Psychology major (with an additional minimum of 2 credits in biology and 2 credits in philosophy)
- A total of 24 credits, comprised as follows:
  - At least 16 credits taught in French at the 200 level or above, or equivalent.
  - Up to 12 credits comprised of any combination of the following:
    - Up to 4 AP /IB credits (see note)
    - Up to 8 credits from approved courses taught in English
    - Up to 4 credits “double-dipped” with approved courses counted toward another major or minor program
    - Up to 8 credits transferred from off-campus studies or another institution
- Attainment of B2 or Advanced Low level on a recognized language proficiency assessment (DELF, ACTFL, etc.).
- Two or more of the following integrative components with the primary major:
  - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
  - A grade of B or higher in a course in Psychology taught in French (normally only an option through off-campus studies)
  - A course in Psychology that has been approved as a “double dip” (see note)
  - An internship related to Psychology, conducted in a French setting
  - An oral presentation of the senior project (or equivalent) in French, for a general public
  - Portfolio + reflective essay in French
- Complete the senior self evaluation survey about their combined major experience.
- **Honors in Psychology+French** will be determined according to the criteria of the Psychology major.
- **Notes:**
  - Certain majors may allow for a “double dip”, such as:
    - An approved course taught in English that counts towards both the major requirements and the French requirements.
    - A course completed in French off campus that counts towards both the major requirements and the French requirements.
  - Within the 12-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
  - Psychology+French candidates have a major advisor in Psychology, and a second advisor from the French department who works with them to define and assess the integrative component. Students should approach a French advisor as soon after declaring their primary major as possible.

### **110 Introduction to Psychology**

**Fall, Spring    Fall: Blagov, Herbranson, Srigley; Spring: Michael, Prull, Srigley            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****Not offered 2022-23****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.

**216 Emotion****Not offered 2022-23****4 credits**

This course will grapple with fundamental questions about the nature of emotion. What constitutes an emotion? What causes an emotion? Are there basic emotions that exist across culture and history? If so, how many are there and which make the cut? What is the purpose of emotion? How do scientists measure emotion? How is emotion represented in the brain? What role does emotion play in mental illness, moral judgment, communication, and other important human phenomena. In answering these questions, we will draw on a variety of psychological subfields as well as disciplines outside of psychology. Readings will be journal articles and book chapters. Writing assignments will apply emotion theory to personal experience and case material. *Prerequisite:* Psychology 110.

**217 Psychology and Law****Fall****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****Fall****Harman****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, exams, and a final project that requires students to apply their knowledge to an issue in education. *Prerequisite:* Psychology 110.

**220 Research Methods****Fall, Spring****Fall: Michael; Spring: Meyers, Pahlke****4 credits**

This course will provide students with an understanding of the research methodology used by psychologists. Students will learn to read and critique psychological studies and learn the details of experimental design. Students will also design an empirical study, review the related literature, and learn to write a formal APA-style research report. *Prerequisites:* Psychology 110, 210 and 210L.

**225 Behavioral Neuroscience****Not offered 2022-23****4 credits**

This course will introduce students to the field of psychobiology and topics fundamental to neuroscience (neuroanatomy, neurophysiology, and neurochemistry). Chapters from popular science books will frame discussions relevant to the molecular and cellular properties of the nervous system as they relate to behavior. In addition, students will engage in careful analysis of brain-behavior relationships by reading and evaluating primary literature. Specific topics will include the electrical and chemical basis of neural functioning, the structure and function of sensory and motor systems, the physiological basis and treatment of psychopathology; and the biology of central processes including but not limited to learning, memory and emotion. The course will include lectures (2x/week) and laboratory exercises (1x/week) that will enable students to develop an understanding of the tools and experimental approaches used in psychobiology.

*Prerequisite:* Psychology 110. *Corequisite:* Psychology 225L. Credit not allowed if Psychology 215 has been taken.

**229 Cognitive Psychology****Spring****Pruhl****4 credits**

This course examines the theories, issues, and research associated with the ways that people come to know and understand the world in which they live. Topics include pattern recognition, attention, memory, imagery, language, problem-solving, decision-making, and consciousness. Course meetings are twice weekly. At least two essay examinations and one research paper are required. *Prerequisite:* Psychology 110. Credit not allowed if Psychology 349 has been taken.

**230 Social Psychology****Spring****Srigley****4 credits**

This course provides students with a broad introduction to the field of social psychology, the study of how others influence our thoughts, feelings, and behavior in a social world. Course content will focus on both theoretical and empirical research to explore the ways in which social situations affect our cognition, emotion, and action, and the ways in which the self contributes to the social construction of human behavior. Specific topics include social judgment, group behavior, stereotyping and prejudice, conflict and war, liking and love, helping, and persuasion, among others. *Prerequisite:* Psychology 110.

**231 Psychology of Intergroup Relations****Spring****Meyers****4 credits**

This course is intended to provide a foundation in understanding a core issue in social psychology, intergroup relations, which focuses on the psychological processes involved with how individuals in groups perceive, judge, remember, reason about, feel, and behave toward people in social groups. Social groups can take many forms, ranging from classic social groups (e.g., race, gender, ethnicity, religion, sexual orientation) to minimal groups where membership is arbitrary. Throughout the course we will examine intergroup interactions, social categorization, stigma, prejudice/discrimination, and

individual differences (e.g., political ideology, social dominance orientation, etc.). We will accomplish this through a combination of readings, class discussion, writing assignments, and a final project. *Prerequisite:* Psychology 110.

### **239 Psychology of Gender**

**Not offered 2022-23**

**4 credits**

This course will begin with an empirical and theoretical exploration of conceptions of sex and gender. We will then explore how gender differences manifest themselves in all aspects of individuals' lives, including childhood, love and dating relationships, families, the media's influence, work, violence, and mental health. Assessment will include class discussion, quizzes, and writing assignments. *Prerequisite:* Psychology 110 or Gender Studies 100.

### **240 Developmental Psychology**

**Spring**

**Clearfield**

**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.

### **260 Psychological Disorders**

**Spring**

**Armstrong, Blagov**

**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**

**Fall, Spring**

**Fall: Srigley; 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**

**Fall**

**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****Fall****Pahlke****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 218 or 219 or 240.

**311 Development and Parenting Across Cultures****Not offered 2022-23****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 218 or 219 or 240.

**315 From Columbine to Parkland: How school shooters develop****Not offered 2022-23****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.

**318 Child Abuse and Neglect****Spring****Clearfield****3 credits**

Rates of child abuse and neglect are increasing in the U.S., with the highest rates among infants and children under 5. In this course, we will explore the neurological, psychological and emotional effects of neglect and abuse on young children. We will learn about Adverse Childhood Experiences (ACEs), focusing on physical and emotional neglect, as well as physical, emotional and sexual abuse. Additional topics may include treatments, foster care and the child welfare system. *Prerequisite:* Psychology 218 or 240.

**320 Seminar: Psychology of Aging****Not offered 2022-23****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.

**321 Diversity and Intergroup Relations****Not offered 2022-23****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. *Prerequisites:* Psychology 218 or 230 or 231 or 239.

### **322 Seminar in Stereotyping, Prejudice and Discrimination**

**Not offered 2022-23**

**3 credits**

In this seminar we will examine contemporary issues in stereotyping, prejudice, and discrimination, both from the perceiver's and the target's perspective. We will cover the phenomena and processes associated with one's beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group membership (discrimination). We will also study how these issues shape the experiences of social group members, especially when they are members of low-status and/or minority groups. 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. The goal of the course is to provide an overview of social psychological frameworks used to study stereotyping and prejudice, and to stimulate creative thinking and research on this topic. We will accomplish this through a combination of readings, student presentations, group discussions, and written assignments. *Prerequisite:* Psychology 218 or 230 or 231 or 239.

### **325 Brain and Language**

**Not offered 2022-23**

**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. No distribution credit. *Prerequisite:* Psychology 215 or 225.

### **330 Personality: Clinical Science and Research**

**Not offered 2022-23**

**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.

### **339 Comparative and Evolutionary Psychology**

**Spring**

**Herbranson**

**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: Intimate Partner Violence Seminar**

**Spring**

**Srigley**

**3 credits**

This seminar course examines intimate partner violence (IPV) through the lens of social psychology and ecological systems theory. Throughout the course, students will study theories of why violence occurs between intimate partners, individual and systemic factors that contribute to IPV, and research on intervention approaches and outcomes for survivors and perpetrators of IPV. Opposing viewpoints among IPV practitioners will be critically examined from theoretical and applied perspectives. Assessment will include weekly essays, class discussions, and a final paper and presentation. This course is designed for juniors and seniors who already have foundational knowledge in psychology. *Prerequisite:* at least 6 credits in Psychology. Distribute area: social sciences.

**349 Seminar in Human Memory**

**Fall**

**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 2022-23**

**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 2022-23**

**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**

**Not offered 2022-23**

**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 2022-23****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.

**415 Theories of Psychotherapy****Not offered 2022-23****3 credits**

This seminar introduces major theories that inform case conceptualization and intervention in psychotherapy, and it invites their critical comparison. It touches upon issues related to evidence, ethics, and diversity in therapy. The course does not teach psychological evaluation or intervention skills or how to critique psychotherapy research. Student responsibilities (some of which may require group work) will likely include weekly reading and brief written assignments, class participation, a presentation or leading discussion, and a paper. *Prerequisites:* Psychology 260 or 270 or consent of instructor.

**420 Contemporary and Historical Issues in Psychology****Fall****Clearfield, Meyers, Pahlke****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

|   |   |
|---|---|
| <i>Director:</i> Zahi Zalloua, French and Interdisciplinary Studies | Jason Pribilsky, Anthropology and Race and Ethnic Studies                       |
| Susanne Beechey, Politics   |   |
| Shampa Biswas, Politics   | Matt Reynolds, Art History (on sabbatical, 2022-2023)                           |
| Helen Kim, Sociology  | Nicole Simek, French and Interdisciplinary Studies (on sabbatical, Spring 2023) |
| Nina E. Lerman, History   | Lisa Uddin, Art History   |
| Gaurav Majumdar, English  | 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 135/Race and Ethnic Studies 135 *Architectures of Race*

Art History 353 *Blackness and the Arts*

English 376 *Colonial and Anti-Colonial Literature Variable Topic*

Gender Studies/Global Literatures/Race & Ethnic Studies 320 *Trauma & its Aftermath: Narrative, Witnessing & Remembrance*



Gender Studies 328 *Queer Desires*  
 Global Literatures 395 *Contemporary Literary Theory*  
 History 268 *Immigration 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](http://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 228 *Medical Anthropology*  
 Anthropology 248/Politics 202 *ST: Political Anthropology*  
 Anthropology 258 *Peoples of the Tibeto-Burman Highlands*  
 Anthropology 304 *Anthropology of Complementary, Alternative and Integrative Medicine*  
 Anthropology 320 *Language and Nationalism*  
 Anthropology 349 *Urban Life: Readings in the Anthropology of Cities*  
 Art History 135/Race and Ethnic Studies 135 *Architectures of Race*  
 Art History 325/Classic 325 *Inventing Egypt*  
 Art History 353 *Blackness and the Arts*  
 Art History 355 *Indigenous Aesthetics: Native North American Art and Visual Culture*  
 Classics/History 280 *The "Other" Greece & Rome*  
 Environmental Studies 202A/Philosophy 205 *ST: Climate Change: The Dystopian Present in Black and Indigenous Thought*  
 Environmental Studies 202B/Philosophy 206 *ST: Justice and Traditions of Environmental Ethics*  
 Environmental Studies 202C *ST: Colonialism and the Soundscape*  
 Environmental Studies 203/Philosophy 207 *ST: Food Justice & Food Sovereignty*  
 English 231 *Introduction to Shakespeare: Race, Nationality, and Power*  
 English 245 *Native American Literatures*  
 English 246 *Introduction to African American Literature*  
 English 346 *African American Historiographic Fiction*  
 English 375 *ST:/Global Literatures 395 Contemporary Literary Theory*  
 English 376 *VT: Solidarity, Success, and Failure in Anti-Colonial Literature*  
 English 387 *VT: Black Shakespeares*  
 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*  
 Gender Studies/Global Literatures/Race & Ethnic Studies 230 *Unsettling Masculinities in French Fiction and Film*  
 Gender Studies/Global Literatures/Race & Ethnic Studies 320 *Trauma & its Aftermath: Narrative, Witnessing & Remembrance*  
 German Studies 230 *Conceiving and Re-conceiving Race*  
 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 *Syria: From Ruin(ation) to Restoration*  
 History 208 *Latinx in the US: A History*  
 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 220 *Ottomania! History, Politics, and Memory of the Ottoman Empire*  
 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 267 *Protest & Organizing: A History of U.S. Social Movements*  
 History 268 *Im/migration and US History: Population Flows, Experience, and Nation*  
 History 280/Classics 280 *The "Other" Greece & Rome*  
 History 286 *Making Modern Mexico*  
 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 366 *The Americas, 1968-1999: Dictatorship, Neoliberalism & Solidarity*  
 History 370 *Histories of US Genders and Sexualities*  
 History 371 *African American History*  
 History 397 *ST: Harem Histories*  
 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 205/Sociology 293 *ST: From Arab Spring to Climate Change: Contentious Behavior in the Contemporary Middle East and North Africa Region*  
 Politics 240 *Mexico: Politics and Society in the Age of NAFTA*  
 Politics 254 *Gender and Race in Law and Policy*  
 Politics 255 *Gender, Race and the Environment*  
 Politics 311 *Deservingness in US Social Policy*  
 Politics 312 *Humanism Europe and Others*  
 Politics 330 *Indigenous Feminisms in the Americas*  
 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*  
 Religion 116 *ST: Modern Mysticisms: Hinduism, Buddhism, Islam*  
 Religion 205 *American Islam*  
 Religion 222 *Hindu India*  
 Religion/Race & Ethnic Studies 270 *Race and Religion*  
 Religion 304 *Muslim Bodies*  
 Religion 358 *Feminist and Liberation Theologies*  
 Religion 387/Classics 300 *ST: Empire and Religion: From Colonial Diaspora to Cultural Appropriation*  
 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*

### 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, Spring

Zalloua

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. Open to First-year and sophomore only, and others by consent of instructor.

### 135 Architectures of Race Not offered 2022-23

4 credits

The built environment plays a major role in how we understand and experience race. Racial difference also shapes the buildings and landscapes we occupy and imagine. In this course, we will approach these phenomena by studying 1. how modern and contemporary architecture has enclosed, divided, circulated, and framed bodies in particular ways, and 2. how specific architectural structures have emerged as racial formations, from the eighteenth century to present day. Topics may include: plantations, parks, skyscrapers, slums, suburbia, freeways, prisons, camps, shantytowns, and zoos. Students will acquire historical contexts and develop analytical skills for engaging both race and the built environment. Lecture-based with discussion posts, papers, and presentations. May be elected as Art History 135.

**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.

**210 Problems with Privilege****Spring****De la Cruz****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****Fall****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.

**220 Settler Colonialism & Native Resistance****Not offered 2022-23****4 credits**

In this course we will examine the meanings and specificity of settler colonialism: its eliminative logic and goals, and how it frames the question of race in relation to the land and the Native. Students will analyze how settler colonialism traffics in racial assemblages: how it divides land, and classifies and disciplines the Indigenous population, setting them apart ontologically from the White settlers. Whereas the latter are made to stand exclusively for the human, the former are relegated to the categories of “infrahuman” or “nonhuman.” This course will also pay attention to the ways Indigenous peoples resist their classification, domination, and dispossession across the world. Short papers, oral presentations, and active participation are required.

**225 Race, Class, Violence****Spring****Zalloua****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.

**230 Unsettling Masculinities in French Fiction and Film****Fall****Zalloua****4 credits**

This course provides a critical exploration of masculinity in French and Francophone film and fiction. In examining the politics of gendered and racial representations of masculinity, we ask: What types of desires and actions are associated with certain models of masculinity? How does France’s colonial heritage impact and inform the projection of its own masculinity and that of its formerly colonized others? How do writers, theorists, and filmmakers unsettle the fantasy of French masculinity? This course also takes up masculinity’s vexed relation to femininity, tracking how the ideological

production of the latter is often premised on the former's hegemonic stance. Short papers, oral presentations, and active participation are required. May be elected as Gender Studies 230 or Global Literature 230.

### **240 Global Indigeneities**

**Not offered 2022-23**

**4 credits**

This course focuses on Indigeneity as both an intellectual project and an in-the-world force shaping the lives of Indigenous peoples, including their cultural practices, resistance, and activism. The course will begin with an explanation of varied and often contested genealogies of Indigeneity and Indigenous identity across time, geography, political contexts, and different fields of study (e.g., anthropology, history, political philosophy and theory). Adopting a global perspective, topics will include Indigenous peoples' struggles for autonomy and survival; self-determination and political status under international law; the UN Declaration on the Rights of Indigenous Peoples and Permanent Forum on Indigenous Issues; land struggles and the protection of natural resources; cultural resurgence and revival of select traditions; and varied forms of political resistance and decolonization. This course will also look at the parallels and intersections between Indigenous and Native Studies with wider movements against settler colonialism and anti-Blackness. Open to sophomores, juniors, and seniors. May be elected as Anthropology 240.

### **270 Race and Religion**

**Fall**

**Schultz**

**4 credits**

How are race and religion related? If we reject the idea of race as a fixed biological essence and think of it instead as a product of human history, how do we understand religion's role in the historical production of race? This course explores the ways religions reinforce and resist practices of racialization, and further asks how religious identity itself comes to be understood in racial, ethnic, and/or nationalist terms. The course will examine pre-modern and modern forms of anti-Semitism, Orientalism and Islamophobia; it will ask whether the caste system in Hindu South Asia can or should be understood in terms of race; and it will take up religion's complex entanglements in the slave trade, the plantation system, and European settler colonialism in the Americas. We will read from the primary source historical texts (Valladolid Debate), a selection of foundational theorists (such as Sylvia Wynter, B.R. Ambedkar, Hannah Arendt, Edward Said and Frantz Fanon), and a range of contemporary voices and perspectives. May be elected a Religion 270.

### **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 2022-23**

**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**

**Not offered 2022-23**

**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 2022-23****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.

**360 The Cultural Politics of Science****Not offered 2022-23****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.

**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****4 credits**

Completion of a thesis based on the previous semester's plan. *Prerequisite:* Race and Ethnic Studies 490.

**498 Honors Thesis****Fall, Spring****Staff****4 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  
Daniel J. Schultz  
Stan Thayne

Jonathan S. Walters (on sabbatical, 2022-2023)  
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
  - A maximum of two courses can be approved from outside the major including transfer credit, study abroad, and Whitman courses offered outside of the Religion Department that substantively engage

religion. If a student is double majoring, these courses may also be counted from another major program. These courses will count as elective courses and may not be used to fulfill the requirement of at least two 300-level courses.

- 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 110 *Religion and the Senses*

Religion 115 *Consuming Divinity: Religion and Food*

Religion 116-118 *Comparative Studies in Religion*

Religion 118/Classics 116 *ST: Religion and Disability in the Ancient Mediterranean*

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 221 *Brahmins, Buddhists and Jains*

Religion 222 *Hindu India*

Religion 223 *Religion and the Spirit of Capitalism*

Religion 224 *Anthropology of Religion*

Religion 236 *Comparative Scriptures*

Religion 270 *Race and Religion*

Religion 291 *ST: Gods at the Movies: Religion in Bollywood Film*

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/Anthropology 350 *Missionaries and other Anthropologists*  
 Religion 358 *Feminist and Liberation Theologies*

Religion 370 *Religion and Disenchantment in 20<sup>th</sup>-century Literature*  
 Religion 387/Classics 300 *ST: Empire and Religion: From Colonial Diaspora to Cultural Appropriation*

### The Religion+French major:

- All the required 36 Credits for a Religion major
- A total of 24 credits, comprised as follows:
  - At least 16 credits taught in French at the 200 level or above, or equivalent.
  - Up to 12 credits comprised of any combination of the following:
    - Up to 4 AP /IB credits (see note)
    - Up to 8 credits from approved courses taught in English
    - Up to 4 credits “double-dipped” with approved courses counted toward another major or minor program
    - Up to 8 credits transferred from off-campus studies or another institution
- Attainment of B2 or Advanced Low level on a recognized language proficiency assessment (DELF, ACTFL, etc.).
- Two or more of the following integrative components with the primary major :
  - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
  - A grade of B or higher in a course in Religion taught in French (normally only an option through off-campus studies)
  - A course in Religion that has been approved as a “double dip” (see note)
  - An internship related to Religion major, conducted in a French setting
  - An oral presentation of the senior project (or equivalent) in French, for a general public
  - Portfolio + reflective essay in French
- Complete the senior self evaluation survey about their combined major experience.
- **Honors in a Religion+French major** will be determined according to the criteria of the Religion major.
- **Notes:**
  - Certain majors may allow for a “double dip”, such as:
    - An approved course taught in English that counts towards both the major requirements and the French requirements.
    - A course completed in French off campus that counts towards both the major requirements and the French requirements.
  - Within the 12-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
  - Religion+French candidates have a major advisor in Religion, and a second advisor from the French department who works with them to define and assess the integrative component. Students should approach a French advisor as soon after declaring their primary major as possible.



**100 Introduction to Religion****Not offered 2022-23****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****Not offered 2022-23****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 2022-23****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 2022-23****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.*

**116-118 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.

**116 ST: Modern Mysticism: Hinduism, Buddhism, Islam****Fall****Chubb-Confer****4 credits**

Yoga classes, meditation retreats, inspirational Rumi quotes - many of the markers of contemporary spirituality are drawn from the traditions of “Eastern” religions such as Hinduism, Buddhism, and Islam, yet also present themselves as options for those who reject the notion of organized religion. In this course, we will investigate the relationship between “New Age” movements, “spiritual-but-not-religious” identities, and the religious traditions they interpret and contest. From Sufi societies to the Beatles to Burning Man, we will examine the tension between tradition and modernity, and delve into issues of religion and race, gender, cultural appropriation, capitalism, digital/online culture, and community. May be taken for credit toward the Race and Ethnic Studies major or minor

or the South Asian and Middle Eastern Studies major. *Open only to first- and second-year students.* Distribution area: cultural pluralism or humanities.

**117 ST: Pirates, Saints, and Rebels: Religion in the Indian Ocean Spring**  
**Chubb-Confer 4 credits**

In this course we will set sail with pirates, saints, slaves, merchants, rebels, missionaries, and deities of the wind and water to explore the transnational religious networks of the Indian Ocean. Orienting ourselves around moments of encounter, translation, circulation, and exchange between Islam, Hinduism, Buddhism, Christianity, and indigenous traditions will allow us to reassess how traveling religious texts, objects, ideas, and the people who carried them interact between geographical areas typically considered in isolation. Beginning with late antiquity and the medieval period, we will investigate how religious networks were formed and mobilized between the coastal regions of South and Southeast Asia, the Middle East, and Eastern and Southern Africa, continuing through the age of exploration and imperial expansion to the present day. We will analyze the relationship between religion and colonial power, and examine how colonial technologies of travel and communication both enabled the expansion of empire and provided the tools for grassroots resistance. May be taken for credit toward the South Asian and Middle Eastern Studies major. *Open only to first- and second-year students.* Distribution area: cultural pluralism or humanities.

**118 ST: Religion and Disability in the Ancient Mediterranean Fall**  
**Smith 4 credits**

This course explores disability within the context of religion in the Ancient Mediterranean world. We will investigate the ways ancients constructed, navigated, and responded to physical differences through a variety of religious means. From Ancient Jewish and Christian texts to Greek and Roman temples, the Ancient Mediterranean provides a wealth of evidence for the diverse ways disability and healing could be understood and deployed. The course will introduce a wide range of sources for thinking about the complicated history of disability and religion, and we will reflect on how these histories have contributed to our perceptions of ability and disability today. May be elected as Classics 116. Distribution area: cultural pluralism or humanities.

**150 Evil and Suffering**  
**Not offered 2022-23**

**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 Sainly Lives**  
**Not offered 2022-23**

**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**  
**Not offered 2022-23**

**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 2022-23**

**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 2022-23**

**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 2022-23**

**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**

**Schultz**

**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.

### **205 American Islam**

**Not offered 2022-23**

**4 credits**

Who are American Muslims? Can Islam be an American religion? This course interrogates the history of American Islam and Muslims. Examining the religion of Islam within the American context offers a key opportunity to consider its intersections with the categories of race, gender, immigration and nationhood, and multiculturalism. Topics covered may include Islam of African peoples enslaved in the Americas, immigrant and diaspora communities, Black Islams such as the Nation of Islam and the Moorish Science Temple, and Islamophobia and the racialization of Muslims. No prior background in the study of Islam required. Course materials include readings and films. Assignments include papers and presentations. May be taken for credit toward the Race & Ethnic Studies major or minor.

### **207 Islamic Traditions**

**Fall**

**Chubb-Confer**

**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.

### **209 Jewish Texts and Traditions**

**Not offered 2022-23**

**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 2022-23**

**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 2022-23**

**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-20<sup>th</sup> century to present day.

### **217 The Qur'an**

**Spring**

**Osborne**

**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**

**Spring**

**Schultz**

**4 credits**

This course surveys the ways Jews and Jewish thought have navigated the intellectual, political, and spiritual challenges of modernity. From the Alhambra Decree of 1492 which expelled Jews from Christian Spain, to Jewish emancipation in the 19th-century Europe, to the Holocaust in the 20th-century, and finally to the 1948 formation of the state of Israel, modern Jewish experiences constitute an alternative modernity, one that draws from and profoundly challenges European enlightenment universalism. This story of clash and confluence will begin with the excommunication of Baruch Spinoza, the so-called "first modern Jew," and our investigations will move through pathways of Jewish enlightenment (Moses Mendelssohn) and existentialism, Zionism and the Jewish Question, theological feminisms, and ending with Levinas and Derrida. This course will survey the diverse landscapes of Jewish modernity, with special attention to dynamics between secularism and traditionalism, individualism and nationalism, exile and homeland, and Judaism and Christianity. 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 German Studies 219.

**221 Brahmins, Buddhists and Jains****Not offered 2022-23****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 2022-23****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.

**224 Anthropology of Religion****Not offered 2022-23****4 credits**

This course explores lived religions through an anthropological lens. Through a wide range of ethnographic readings both classical and contemporary, we will delve into topics like myth, ritual, magic, witchcraft, ghosts, healing, religious experience and social movements, while examining how religion intersects with politics, race, gender/sexuality, and economics in diverse socio-cultural contexts. Through the course, we will also take stock of how theories of religion have been integral to the development of anthropological thought, contributing to comparative methodologies and cross-cultural ethnography. In addition to learning about global religious cultures, students will design a locally-focused research project to better understand our own region's religious landscape. May be elected as Anthropology 224.

**225 Global Christianity****Spring****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 2022-23****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 2022-23****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 2022-23****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 20<sup>th</sup> 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****Not offered 2022-23****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****Not offered 2022-23****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.

**260 The Secularization of Whitman College****Not offered 2022-23****4 credits**

Whitman College was originally founded as a seminary named after two missionaries who were sent to this region to convert the Cayuse, Umatilla, and Walla Walla peoples to Christianity. Though the college now has no official ties to Christianity, we continue to bear the names of the Whitmans, house artifacts collected by our missionary founders, repent of our mascots, mark and wash our monuments, and have a mission statement outlining our goals and aspirations. Is Whitman haunted? Are all secularisms haunted? In this class we will consider the present politics of Whitman College in light of our archives, collections, and relationships, as well as broader scholarship on religion and secularism. May be elected as Politics 260.

**270 Race and Religion****Fall****Schultz****4 credits**

How are race and religion related? If we reject the idea of race as a fixed biological essence and think of it instead as a product of human history, how do we understand religion's role in the historical production of race? This course explores the ways religions reinforce and resist practices of racialization, and further asks how religious identity itself comes to be understood in racial, ethnic, and/or nationalist terms. The course will examine pre-modern and modern forms of anti-Semitism, Orientalism and Islamophobia; it will ask whether the caste system in Hindu South Asia can or should be understood in terms of race; and it will take up religion's complex entanglements in the slave trade, the plantation system, and European settler colonialism in the Americas. We will read from the primary source historical texts (Valladolid

Debate), a selection of foundational theorists (such as Sylvia Wynter, B.R. Ambedkar, Hannah Arendt, Edward Said and Frantz Fanon), and a range of contemporary voices and perspectives. May be elected a Race and Ethnic Studies 270.

### **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.

#### **291 ST: Gods at the Movies: Religion in Bollywood Film**

**Spring**

**Chubb-Confer**

**4 credits**

In this course we will approach the study of religion through the song, dance, and spectacle of Bollywood cinema, which has shaped popular visual cultures in South Asia and the international South Asian diaspora for several decades and counting. We will consider the relationship of Bollywood film as popular entertainment to visual worship practices, gender politics, nationalism, class and caste, political ideology, social movements, and celebrity. By examining Hinduism, Islam, and other religions of South Asia through their visual representation on the big screen, we will analyze how Bollywood films and the film industry have shaped the aspirations, fears, desires, aesthetics, and violence of inter-religious encounters in modern South Asia. Required weekly film screenings. May be taken for credit toward the Film and Media Studies major or minor or the South Asian and Middle Eastern Studies major. Distribution area: cultural pluralism or humanities.

#### **292 ST: Drinking with God: An Introduction to Sufism**

**Spring**

**Chubb-Confer**

**4 credits**

Who is the 13th-century Muslim mystic Jalaluddin Rumi - and why is he so popular on Instagram? Can inebriation lead to divine revelation? Who are the friends of God, and how did they develop fantastic superpowers? How have mystical practices sought to both abandon the world and radically transform it? In this class, we will explore these questions through the study of Sufism - a diverse set of Islamic mystical traditions - from its formative period in the early decades of Islam to the present day. Through poetry, philosophy, music, esoteric sciences, politics, and devotional practices, we will analyze Sufism as a global phenomenon that, while demonstrating remarkable adaptation to local cultural contexts, firmly locates itself within the Islamic tradition. May be taken for credit toward the South Asian and Middle Eastern Studies major. Distribution area: cultural pluralism or humanities.

#### **301 Reason and Madness: Religion and Ethics from Kant to Nietzsche**

**Not offered 2022-23**

**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 18<sup>th</sup> and 19<sup>th</sup> 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**

**Fall**

**Osborne**

**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 2022-23****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 2022-23****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 2022-23****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. May be taken for credit toward the Film and Media Studies major or minor or the South Asian and Middle Eastern Studies major. May be elected as Music 310.

**314 Approaches to Religion, Violence and War****Not offered 2022-23****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****Not offered 2022-23****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 Religion and Politics in East Asia****Fall****Yuan****4 credits**



How has the modern development of religion in East Asia shaped the region's historical experiences and contemporary life-worlds? In this course, we examine how an imported concept — “religion” (宗教) — has transformed the sociopolitical landscapes of greater China, Japan, and Korea. With readings from anthropology, religious studies, and other related fields, the class will explore thematic topics set in contemporary East Asian contexts through a multi-religious lens. In addition to looking at 20th-21st-century restructurings of East Asian traditions like Confucianism, Daoism, Buddhism, and Shintoism, we also focus on Christianity's impacts in the region as well as emerging, hybridized religious movements in the region. Topics include: religious communities' role in modernizing and nationalizing projects; religion and violent conflict; relationships between religious organizations and the state, under democratic, socialist, and capitalist orders; and East Asian religions' contemporary influences in globalized mass media and pop culture.

### **330 Multireligious South Asia**

**Not offered 2023-23**

**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 2022-23**

**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.

### **350 Missionaries and other Anthropologists**

**Not offered 2022-23**

**4 credits**

Missionaries have often been understood or depicted as proto-anthropologists, as early ethnographers, or as a foil against which the field of anthropology has defined itself. Some critics have situated missionaries as anthropology's repressed other. In this class we will explore the long encounter between Europe and the so-called New World through writings describing that encounter--writings by explorers, missionaries, naturalist-ethnologists, “Natives,” and, eventually, by professional anthropologists. We will consider material resemblances, collaborations and antagonisms, and the ways in which anthropology is both heir to and a departure from missionary practice. Special attention will be given to the anthropological missionary work of Myron Eells, son of the founder of Whitman Seminary. The course will be interdisciplinary, drawing on scholarship and methods from Anthropology and Religious Studies and works on secularism. May be elected as Anthropology 350.

### **370 Religion and Disenchantment in 20<sup>th</sup>-century Literature**

**Spring**

**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. Readings will be drawn from authors such as Kafka, Borges, Morrison, Djébar, Coetzee, Endo, O'Connor, and Ngugi wa' Thiong'o.

### **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: Empire and Religion: From Colonial Diaspora to Cultural Appropriation**

**Spring**

**Smith**

**4 credits**

This course employs a comparative approach to the study of religion to investigate the various ways that religions deemed "foreign" within particular social contexts engage with their cultural world. The course considers the roles of colonized cultures in the Euro-American invention of "religion," the religious practices of diasporic groups from the Ancient Mediterranean to the Modern Caribbean, and Ancient as well as modern appropriations of religious practices seen as exotic. Students will engage with primary and secondary sources from a diverse set of cultural encounters and will be challenged to consider these phenomena in both analytical and ethical terms. May be taken for credit toward the South Asian and Middle Eastern Studies major or the Race and Ethnic Studies major or minor. May be elected as Classics 300. Distribution area: cultural pluralism or 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:* Matthew Bost

Ellen Defossez

Lydia McDermott

Kaitlyn Patia

*Director of Writing Program:* Lydia McDermott

*Writing Program Faculty:* Chetna Chopra, Adeline Rother, Rob Schlegel, Johanna Stoberock and Jenna Terry

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** (RWPDP) teaches written and oral communication as skills necessary for the broader Whitman community. RWPDP 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 RWPDP 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.

Majors 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.

**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 RWPDP 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, 365

As part of its commitment to teaching written and oral communication across the curriculum, the department of Rhetoric, Writing and Public Discourse offers RWPDP 170, *Language and Writing*. Many students are required to take RWPDP 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. RWPDP 170 does not count toward the major credit requirement.

**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 prospectus 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.

#### **110 Public Speaking**

**Not offered 2022-23**

**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.

#### **175 Persuasion, Propaganda, and Power**

**Not offered 2022-23**

**4 credits**

This course provides an introduction to the relationship between communication, power, and individual and communal identity. We are bombarded with hundreds of communicative messages every day, each of which aims at getting us to take some action, hold some belief, or think of ourselves in a certain way. This course will give students basic tools for critically reading these everyday communicative interactions. We will consider the basic elements of persuasion (speaker, text or argument, the context of a given message, and the ways that appeals to evidence and emotions shape how messages are received). We will consider the relationship between rhetoric and representation, asking how people use rhetoric to

represent their own experiences and identities and how they are represented by others, whether to create social change or secure the status quo. We will consider how rhetoric and public discourse are shaped by contemporary communication technologies. Finally, we will consider some of the ethical and practical concerns involved in crafting persuasive messages and communicating with others, paying particular attention to how individuals engage with the above themes. Assignments will include several short critical papers and a presentation on a piece of contemporary public discourse or a critical concept. Open to first-years and sophomores only.

### **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 RWPD. Any current offerings follow.

### **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.

### **225 Communication in Science**

**Not offered 2022-23**

**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. Course assignments will include essays and a practical project involving the translation of a matter of scientific complexity for a general audience.

### **230 Introduction to Rhetoric and Public Culture**

**Fall, Spring**

**Fall: Patia; Spring: Defossez**

**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 2022-23**

**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**

**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. Prerequisite: General Studies 175 or consent of instructor.

### **320 Advanced Writing Studies**

**Not offered 2022-23**

**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 2022-23**

**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 Philosophy 321. Prerequisite: Philosophy 201, Rhetoric, Writing and Public Discourse 230, or consent of instructor.

### **325 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.

### **330 Rhetorical Theory and the Human Condition**

**Spring**

**Patia**

**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.

### **340 Variable Topics in Rhetorical Methods**

**4 credits**

This course offers an intensive exploration of select approaches to conducting scholarly research in the field of rhetoric. Course offerings will encompass a variety of rhetorical methods, including but not limited to community-based research, archival research, close textual analysis, memory studies, and ideological criticism. Students will read texts that exemplify



the selected rhetorical method and hone their skills as critics through various practicum over the course of the semester. Any current offerings follow.

### **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, media coverage and the traveling press corps, social media and new technologies, crafting candidate image and narrative, deliberative forums, and the role of consultants. Within our exploration of these issues, we will attend to questions of power, access, and identity, including the intersection of race, gender, sexuality, and class in politics. When this course is offered during a presidential election year, it will primarily focus on past and current presidential campaigns. When it is offered in a midterm election year, the course will focus primarily (but not exclusively) on past and current congressional and gubernatorial campaigns. Students will both analyze and create examples of political campaign communication. In addition to regular course sessions students are also expected to watch or attend relevant debates and/or local elections forums. May be taken for credit toward the Film and Media Studies major or minor.

### **353 The Rhetoric of the Black Freedom Struggle**

**Not offered 2022-23**

**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 2022-23****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. May be taken for credit toward the Gender Studies major or minor.

**380 Rhetorical Bodies****Spring****McDermott****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 Gender Studies major or minor or the Race & Ethnic Studies major or minor. May be elected as English 377.

**387 Rhetorical Criticism****Fall****Defossez****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.

**487 Senior Seminar in Rhetoric, Writing, and Public Discourse****Fall****Patia****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

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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.

#### **380 ST: Science Proposal Writing**

##### **Fall**

**J. Hernandez**

**1 credit**

This course focuses on writing proposals and other statements that are required for grants or fellowships in the sciences. Students will learn the structure, flow, and key features of a well-developed proposal. They will also learn how to communicate their ideas effectively, give and receive constructive feedback, and request letters of recommendation. A significant portion of the course will be dedicated to workshops, through which each student will develop their own research proposal and personal statement. These proposals would be appropriate for submission to the NSF GRFP or similar programs. *Prerequisite:* A declared major in astronomy, biology, BBMB, chemistry, computer science, geology, math, physics, psychology, sociology (or a combined major with any of these), or consent of instructor. Recommended for science majors in their final year at Whitman intending to pursue graduate school. Course begins Monday, September 5 through Monday, October 17. Graded credit/no credit. Distribution area: none.

### **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, Alissa Cordner  
Michelle Janning  
Helen Kim

Gilbert Mireles  
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.

**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 the 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 of, 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.

**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. 300-level courses, require at least two credits of prior work in sociology or consent of instructor.

### 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
  - Additional credits to total 36 credits
- Other notes
  - No PDF courses can count towards the major
  - No more than 8 transfer credits may apply toward the major
  - Students should take Soc 117 as early in their Whitman education as possible
  - Students should take Soc 207 and 251 before senior year, if possible; these are only offered in the fall semester
- Senior Requirements
  - Sociology 490 (fall), 492 or 498 (spring), must be taken in fall-to-spring sequence
  - Written thesis
  - Oral Comprehensive Exam

- 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.

**The Sociology+French major:**

- All the required 36 Credits for a Sociology major
- A total of 24 credits, additional credits, comprised as follows:
  - At least 16 credits taught in French at the 200 level or above, or equivalent.
  - Up to 12 credits may be comprised of any combination of the following:
    - Up to 8 credits from approved courses taught in English
    - Up to 8 credits transferred from off-campus studies or another institution
    - Up to 4 credits “double-dipped” with approved courses counted toward another major or minor program
    - Up to 4 AP /IB credits (see note)
- Attainment of B2 or Advanced Low level on a recognized language proficiency assessment (DELF, ACTFL, etc.).
- Two or more of the following integrative components with the primary major :
  - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
  - A grade of B or higher in a course in Sociology taught in French (normally only an option through off-campus studies)
  - A course in Sociology that has been approved as a “double dip” (see note)
  - An internship related to Sociology major, conducted in a French setting
  - An oral presentation of the senior project (or equivalent) in French, for a general public
  - Portfolio + reflective essay in French
- Complete the senior self evaluation survey about their combined major experience.
- **Honors in a Sociology+French** will be determined according to the criteria of the Sociology major.

- **Notes:**
  - Certain majors may allow for a “double dip”, such as:
    - An approved course taught in English that counts towards both the major requirements and the French requirements.
    - A course completed in French off campus that counts towards both the major requirements and the French requirements.
  - Within the 12-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
  - Sociology+French candidates have a major advisor in Sociology, and a second advisor from the French department who works with them to define and assess the integrative component. Students should approach a French advisor as soon after declaring their primary major as possible.

### **110 Social Problems**

**Not offered 2022-23**

**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**

**Fall: Mireles, Nickens; Spring: 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. Open to First-years, sophomores and juniors; seniors by consent of instructor only.

### **207 Social Research Methods**

**Fall**

**Santana-Acuña**

**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 and minors; open to students in other social science disciplines with consent of instructor. *Pre or Co-requisite:* Sociology 117.

### **208 Social Statistics**

**Spring**

**Cordner**

**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****Fall****Cordner****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 2022-23****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****Not offered 2022-23****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, applied research projects and exams.

**230 Social Psychology****Not offered 2022-23****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 Data: 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.

**257 Sociology of the Family****Fall****Nickens****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****Fall****Janning****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****Not offered 2022-23****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****Not offered 2022-23****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 2022-23****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 2022-23****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****Spring****Mireles****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 2022-23****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.

**290 The Sociology and History of Rock 'n' Roll****Not offered 2022-23****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.

**294 ST: Designing Contemporary Childhoods****Spring****Janning****2 credits**

This course examines the material, technological, corporeal, spatial, and aesthetic dimensions of childhoods, children's spaces, and children's bodies that have come to be associated with the concept of "design." Over the course of the semester we will investigate how childhood and the boundaries between childhood and adulthood have been socially constructed, consider the role of reproductive technology in creating "designer" children, critically uncover the role of design in social groups' unequal access to a "good childhood" across history and geography, employ social scientific methods in user experience design/human centered design, define and apply universal design and design thinking to children's disabilities, and study the interplay between children's agentic consumption practices and corporate influence on the design of and for childhoods. Specific childhood artifacts and locations covered in this course include toys and games, schools and playgrounds, children's museums, clothing, commercial spaces, technological objects and processes, books, food, dance and music, media/social media, and furniture. Students will be evaluated based on rigorous discussion of course readings and films, oral presentations, short essays, and a project connecting sociological concepts and social scientific data collection and analysis with design related to childhood and children's experiences. Distribution area: social sciences.

**310 A Sociological Approach to Urban Street Gangs****Not offered 2022-23****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**

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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 2022-23**

**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 2022-23****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****Spring****Nickens****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 2022-23****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****Spring****Mireles****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: Risk and Rebellion? Sociology of Adolescence****Spring****Nickens****4 credits**

This course explores both historical and cultural constructions of adolescence and the lived experience of adolescents. After an introduction to the historical emergence of adolescence as a distinct life stage and theoretical frameworks; students will explore “moral panics” over teens and their behaviors and changing trends in teen behavior both in the U.S. and globally. The second unit will focus on the shifting social relationships of adolescence exploring topics such as: friendships, social networks, bullying, family dynamics, and the emergence of romantic relationships. The remainder of the course will focus on how adolescents navigate uncertainty and inequality, with a consideration of race, class, gender, sexuality, and other markers of social location, as well as the groups and institutions in which young people are embedded. Student evaluation will be based on discussion participation, unit tests, short reflective writing assignments, and a research project. *Prerequisite:* at least two credits of prior work in sociology. Distribution area: social sciences.

**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, Mireles, Nickens, 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, Janning, Mireles, 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, Janning, Mireles, 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)**

## South Asian and Middle Eastern Studies Major

*Director*, Tarik Elseewi, Film and Media Studies  
Krista Gulbransen, Art History  
Lauren E. Osborne, Religion  
Elyse Semerdjian, History  
Jonathan S. Walters, Religion (on sabbatical, 2022-2023)

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; and 4 credits in the other two categories (See course options 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 301 *The Art of Revolution*
- 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/Music 310 *Hearing Islam*
- Religion 387/Classics 300 *ST: Empire and Religion: From Colonial Diaspora to Cultural Appropriation*

### South Asia:

- Art History 143 *Buddhist Art of Asia*
- Art History 146 *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 116 *ST: Modern Mysticisms: Hinduism, Buddhism, Islam*
- Religion 117 *ST: Pirates, Saints, and Rebels: Religion in the Indian Ocean*
- Religion 221 *Buddhists, Brahmins and Jains*
- Religion 222 *Hindu India*
- Religion 250 *Theravada Buddhism*
- Religion 251 *Mahāyāna Buddhism*
- Religion 291 *ST: Gods at the Movies: Religion in Bollywood Film*
- Religion 292 *ST: Drinking With God: An Introduction to Sufism*
- Religion 330 *Multireligious South Asia*
- Religion 347 *The Buddha*

### Middle East:

- Art History 325/Classics 325 *Inventing Egypt*
- Film and Media Studies 345 *The Middle East in Cinema & Media*
- History 127 *Islamic Civilizations I*

- History 128 *Islamic Civilizations II*
- History 204 *Syria: From Ruin(ation) to Restoration*
- History 214 *Sex in the Casbah: Sex, Gender, and Islam*
- History 220 *Ottomania! History, Politics, and Memory of the Ottoman Empire*
- History 235 *The Arab Spring in Historical Context*
- History 320 *Alexander the Great and the Hellenistic Kingdoms*
- History 322 *History of the Palestinian-Israeli Conflict*
- History 397 *ST: Harem Histories*
- Interdisciplinary Studies 300 *ST: Religious Minorities and Human Rights in the Islamic Middle East*
- Politics 207 *Islam and Politics*
- Politics 308 *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 143 *Buddhist Art of Asia*
- Art History 146 *Art of India*
- Art History 325/Classics 325 *Inventing Egypt*
- 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/Music 310 *Hearing Islam*
- Religion 321 *Islamic Mysticism*
- Religion 347 *The Buddha*

### Humanistic Inquiry:

- Interdisciplinary Studies 300 *ST: Religious Minorities and Human Rights in the Islamic Middle East*
- Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*
- Religion 116 *ST: Modern Mysticisms: Hinduism, Buddhism, Islam*
- Religion 117 *ST: Pirates, Saints, and Rebels: Religion in the Indian Ocean*
- 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 251 *Mahāyāna Buddhism*
- Religion 291 *ST: Gods at the Movies: Religion in Bollywood Film*
- Religion 292 *ST: Drinking With God: An Introduction to Sufism*
- Religion 304 *Muslim Bodies*
- Religion 307 *Mediating Religions*

### Social Inquiry:

- History 127 *Islamic Civilizations I*
- History 128 *Islamic Civilizations II*
- History 204 *Syria: From Ruin(ation) to Restoration*
- History 214 *Sex in the Casbah: Sex, Gender, and Islam*
- History 220 *Ottomania! History, Politics, and Memory of the Ottoman Empire*

- History 235 *The Arab Spring in Historical Context*
- History 320 *Alexander the Great and the Hellenistic Kingdoms*
- History 322 *History of the Palestinian-Israeli Conflict*
- History 397 *ST: Harem Histories*
- Politics 207 *Islam and Politics*
- Politics 308 *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.

## Sport Studies, Recreation and Athletics

*Director:* Kim Chandler

Jennifer Blomme

Jose Cedeño

Heidi Colford

John Eckel

Michelle Ferenz

John Hein

Matthew Helm

Brian Kitamura

John Lamanna

Skip Molitor

Jeff Northam

Scott Shields

Michelle Voiland

*Adjunct Instructors:*

Jocelyn Awe

Stuart Chapin

Laura Cummings

Christel Joy Johnson

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 .....                      | 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: \$120</i> )....                              | S   |
| 127 Beginning Fly Fishing ( <i>Fee: \$75</i> ) .....                                 | x,x |
| 137 Beginning Indoor Rock Climbing<br>( <i>Fee: \$140 - no trip required</i> ) ..... | F,S |
| 138 Rock Climbing ( <i>Fee:</i><br><i>\$170 - trip required</i> ) .....              | S   |
| 140 Beginning Whitewater Kayaking<br>( <i>Fee: \$185</i> ).....                      | F,S |

|   |     |
|---|-----|
| 141 Beginning Flat-Water Kayaking<br>( <i>Fee: \$185</i> ).....                         | S   |
| 237 Intermediate Indoor Rock Climbing<br>( <i>Fee: \$140 - no trip required</i> ) ..... | F,S |
| 238 Intermediate Rock Climbing<br>( <i>Fee: \$170 - trip required</i> ) .....           | F,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: \$425</i> ) .....       | S   |
| *114 Beginning Snowboarding ( <i>Fee: \$425</i> ) ..... | S   |
| 115 Beginning Telemark Skiing ( <i>Fee: \$340</i> )     | x,x |
| *212 Intermediate Skiing ( <i>Fee: \$425</i> ) .....    | S   |
| *214 Intermediate Snowboarding ( <i>Fee: \$425</i> ) .. | S   |

\*312 Advanced Skiing (*Fee: \$425*) ..... S

\*314 Advanced Snowboarding (*Fee: \$425*) .....S

\*Equipment Rental at Ski Bluewood not included

#### Aquatics

130 Swimming ..... F

230 Advanced Swimming & Conditioning ..... S

#### Team Sports

108 Beginning Basketball.....x

136 Beginning Sand Volleyball ..... F

236 Intermediate Sand Volleyball ..... S

150 Soccer ..... F, S

151 Beginning Volleyball ..... x

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

262 Intercollegiate Track..... S

263 Intercollegiate Tennis (women) ..... S

264 Intercollegiate Tennis (men) ..... S

266 Intercollegiate Lacrosse(women) ..... S

### 142 Beginning Camping Skills

Fall

Sheedy

1 credit

An introductory course for students interested in learning more about camping. The basic skills of what to bring, selecting a camping spot, setting up camp, knot tying, backcountry cooking, treating water, fire building, map reading, basic gear repair and "Leave No Trace" practices will be included. In addition to regular weekly meetings there will be a weekend trip included. *Fee: \$140.*

### 152 Introduction to Olympic Weightlifting

Not offered 2022-23

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. *Prerequisite: SSRA 100.*

### 208-209 Special Topics in Sports Studies, Recreation and Athletics

1-4 credits

Courses in special topics areas within SSRA. Any current offerings follow.

### 226 Glacier Mountaineering

Not offered 2022-23

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.*

### 240 Wilderness First Aid

Spring

Sheedy

1 credit

Prepare for the unexpected with this engaging, hands-on introduction to wilderness medicine, taught over two or two and a half days. If you like to take short trips relatively close to medical resources, work at wilderness camps, enjoy weekend family outdoor activities, or recreate outdoors, this course is for you. This course is great for people of all experience levels, and is best suited for those who recreate outdoors where EMS response can be expected in a timely manner (fewer than eight hours). You'll learn the Patient Assessment System, how to provide effective first aid treatments for injuries and illnesses common in the outdoors, and how to make appropriate evacuation decisions. You'll learn both in the classroom

and in outdoor settings regardless of weather, so come prepared for wet, muddy, cold or hot environments! You will receive a Wilderness First Aid Certification from the National Outdoor Leadership School (NOLS) upon successful completion of this course. Graded credit/no credit. Fee: \$275.

### **242 Wilderness First Responder**

**Spring**

**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: Jan. 7-Jan. 16, 2023; Section B: March 12-March 21, 2023. *Fee:* \$700.

### **244 Swift Water Rescue**

**Not offered 2022-23**

**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:* \$325.

### **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. Consent from the instructor required. Graded credit/no credit. *Fee:* \$220.

### **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 Route Setting for Climbing**

**Fall, Spring**

**Sheedy**

**1 credit**

This course is intended for climbers interested in learning how to do effective route setting. There is a lot of 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 route setting emphasis but will cover how to do vertical route setting as well. Attention will be given to route setting so as to reduce the likelihood of athletic injuries and overuse injuries. Hold types, frequency

and locations for holds to reduce and prevent certain common overuse or athletic climbing injuries will be covered. Graded credit/no credit. *Fee*: \$25.

### **268 Traditional Climbing**

**Fall**

**Chapin**

**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**

**Lamanna**

**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**

**Not offered 2022-23**

**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*: \$90.

### **338 Improvised Rock Rescue Systems**

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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.

### **Academic 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**

**Not offered 2022-23**

**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**

**Not offered 2022-23**

**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**

**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 instructor has 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**

**Fall**

**Ferenz**

**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 2022-23**

**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.

#### **331 Canoe Guide Leadership**

**Not offered 2022-23**

**2 credits**

A course designed for individuals interested in developing the technical skills, leadership skills and theoretical foundations for leading canoe trips in a dynamic outdoor environment. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness and avoidance, travel skills, rescue procedures, boat-handling skills, leadership, hard and soft skill development, conflict resolution, leave no trace practices, navigation, multi-day trips and group management. A willingness to camp and swim in cold conditions are the only prerequisites. *Fee:* \$575.



**332 River Guide Leadership****Fall****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 2022-23****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.

**360 Coaching Basketball****Not offered 2022-23****2 credits**

A course designed for students interested in coaching basketball at the youth and/or high school level. Stress is placed on the basic fundamentals of the game and on the various methods of teaching these phases. A portion of the course will be devoted to methods and philosophy of coaching for any sport at the youth and/or high school level. Offered in alternate years.

**370 Coaching Tennis****Not offered 2022-23****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****Chapin****2 credits**

A course designed for individuals who are interested in leading or organizing adventure trips. The skills and theory covered will be directed toward backpacking and snow camping adventures, food planning, legal implications of leadership, hazard awareness and avoidance, navigation, emergency response, and minimum impact camping. A weekend and a Spring Break outing will be coupled with classroom studies. Appropriate for first and second year students who would like to start leading trips for the program. *Fee:* \$290.

**385 Recreation Leadership****Not offered 2022-23****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****Spring****Sheedy****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 2022-23****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 2022-23****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

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:**

- 15 Credits
- Required Courses
  - Two courses in history and theory from:
    - THDN 118
    - THDN 232 with associated practicum 130 or 230 or 325
    - THDN 233 with associated practicum 131 or 231 or 325
    - THDN 250 with associated practicum 251
    - THDN 357
  - One course in Dance composition THDN 234
  - One course in performance THDN 332
  - Additional credits from THDN 218, 230, 231, 245, 246, 248, 325, 332, or 345 or Biology 120
- 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 2022-23****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 Dance in Popular Media****Fall****Archibald****3 credits**

What rhetorics, possibilities, and complexities are produced through the spectacles of dancing bodies on film and in popular media? This course will be taught from the perspective of dance studies to examine the mass appeal of dance in film and popular media and the questions these media elicit about authorship and ownership, circulations and communities, embodiment, gaze, appropriation, and the capacities of choreography. Content includes early Hollywood Backstage

Musicals, contemporary American blockbuster movies, Bollywood movies, music videos, viral videos, and more. May be taken for credit toward the Film and Media Studies major or minor.

### **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**

**Spring**

**Petit**

**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 Practicum**

**Fall, Spring**

**Archibald**

**2 credits**

This 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. Open to all students. *Pre- or corequisite:* THDN 232.

### **131 Beginning Ballet Practicum**

**Fall**

**Fall: de Grasse; Spring: Archibald**

**2 credits**

In this dance course, students will develop basic ballet skills, with emphasis on dynamic postural alignment, anatomical functionality, and building movement vocabulary. Open to all students. *Pre- or corequisite:* THDN 233.

### **210 World Theater**

**Fall**

**Hope**

**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 2022-23**

**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**

**Tomsheck**

**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 2022-23**

**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**

**Spring**

**Hope**

**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 Practicum**

**Fall**

**de Grasse**

**2 credits**

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. *Pre- or corequisite:* THDN 232 and consent from the instructor.

### **231 Intermediate Ballet Practicum**

**Fall**

**Archibald**

**2 credits**

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. May be repeated for credit. *Pre- or corequisite:* THDN 233.

### **232 Modern Dance Lecture: Critical Moves**

**Fall, Spring**

**Fall: Archibald; Spring: de Grasse**

**1 credit**

This companion lecture course for modern dance practicums engages modern dance's complex history which embraces resistance and diasporic form yet draws heavily from orientalist practices and has been complicit in state propaganda. The course will engage modern dance as a radical solo practice, including tensions between narrative and abstraction throughout the twentieth century. Artists covered may include Ruth St. Denis, Mary Wigman, Martha Graham, Katherine Dunham, José Limón, Alvin Ailey, Merce Cunningham, and Judson Dance Theater, as well as current contemporary concert dance artists. This course is taken concurrently with a two-credit modern dance practicum. *Co-requisite:* THDN 130 or 230 or 325.

### **233 Ballet Lecture: Sex, Power, and National Projects**

**Fall, Spring**

**Fall: de Grasse; Spring: Archibald**

**1 credit**

This one-credit companion lecture course for ballet practicums approaches ballet history with particular attention to the ways national, class, race, gender, and sexuality politics have informed theatrical representations and aesthetics over time. We will view and examine Romantic and Classical story-ballets such as Giselle and Swan Lake, the radical modernism of Ballet Russes, the neo-classical Americanism of George Balanchine, and Cold War diplomacy via ballet. We will then consider the ways that ballet ideologies and institutional practices have been reinforced and challenged. This course meets for 50 minutes, one time a week. This course is taken concurrently with a two-credit ballet practicum. *Co-requisites:* THDN 131 or 231.

### **234 Dance Composition**

**Fall**

**de Grasse**

**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 Tomsheck 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 Schindler 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 Chvatal, Tomshek 1 -2 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 2022-23 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).

**250 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, focusing on sharecropping and the Great Migration, as well as on conditions which contributed to the formation of "ghettos" in The South Bronx of New York City, and the Watts and Compton neighborhoods of Los Angeles. The course traces Hip Hop culture to African-diasporic traditions, practices, and forms which persisted throughout that history. Students will engage with the contemporary expression of those traditions and

practices in the contrasting landscapes of Hip Hop culture and Hip Hop cultural production. *Co-requisite:* Theater and Dance 251 if offered.

### **251 Hip Hop Culture Practicum**

**Spring**

**de Grasse**

**1 credit**

This course builds on foundational experiences in Hip Hop Culture. *Co-requisite:* Theater and Dance 250.

### **259 Voice and Movement for the Actor**

**Not offered 2022-23**

**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**

**Fall**

**Petit**

**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**

**Spring**

**Chvatal**

**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.

### **300 Acting: Contemporary Scene Study**

**Not offered 2022-23**

**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 2022-23**

**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 Practicum**

**Spring**

**de Grasse**

**2 credits**

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 in 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. *Pre- or corequisite:* THDN 232 or 233 or 250 or consent of the 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 current offerings follow.

### **340 VT: Advanced Tech Production: Make Up Design**

**Fall**

**Chvatal**

**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:* Theater and Dance 245 or 277.

### **345 Lighting Design for the Theater**

**Spring**

**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**

**Chvatal, Tomshek**

**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 2022-23**

**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 Digital Media Design for Theater****Fall****Schindler****4 credits**

The use of digital media technologies has grown exponentially in modern theatrical design in the past decades as have the availability, accessibility, and affordability of these technologies. This course will cover aspects of both sound and projection design used in live performance. It will connect the conceptual, collaborative nature of theatrical design, with the skills of content creation, and the technical knowledge necessary to use these systems. It will introduce students to a variety of hardware and software tools, including emerging technologies, that allow designers to create striking imagery and aural affects which support live performance storytelling in immersive environments. May be taken for credit toward the Film and Media Studies major or minor. *Prerequisite:* Theater and Dance 246 or consent of instructor.

**366 Scenic Design for the Theater****Not offered 2022-23****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 Scenic Painting****Not offered 2022-23****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 2022-23****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****Not offered 2022-23****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 2022-23****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.

### **466 Director in the Theater II**

#### **Not offered 2022-23**

#### **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

James Francis Eaton, D.D., 1891-1894

Stephen Beasley Linnard Penrose, D.D., Litt. D., LL.D., 1894-1934

Rudolf Alexander Clemen, Ph.D., 1934-1936

Walter Andrew Bratton, Sc.D., LL.D., 1936-1942

Winslow Samuel Anderson, Sc.D., LL.D., 1942-1948

Chester Collins Maxey, Ph.D., LL.D., L.H.D., 1948-1959

Louis Barnes Perry, Ph.D., LL.D., L.H.D., 1959-1967

Donald Henry Sheehan, Ph.D., Litt.D., 1968-1974

Robert Allen Skotheim, Ph.D., LL.D., 1975-1988

David Evans Maxwell, Ph.D., 1989-1993

Thomas E. Cronin, Ph.D., LL.D., L.H.D., 1993-2005

George S. Bridges, Ph.D., 2005-2015

Kathleen M. Murray, Mus.D., 2015-2022

Sarah R. Bolton, Ph.D., 2022-Present

### The Board of Trustees

The Whitman College Board of Trustees manages the corporate concerns necessary for the governance of the college as outlined in the Charter, Constitution and Bylaws. The boards consists of up to 24 members, 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 nearly 18,000 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 events, virtual programs, and career networking opportunities. 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.

Go to [whitman.edu/alumni](http://whitman.edu/alumni) for more information.

For a list of board members, see the Whitman College Alumni Board website at [www.whitman.edu/alumni/stay-involved/alumni-board](http://www.whitman.edu/alumni/stay-involved/alumni-board)

### Ex Officio Members

President of the College

President of the Associated Students of Whitman College

Director of Alumni Relations

Immediate Past President of the Alumni Board

### Academic Administration

Provost and Dean of the Faculty, Alzada J. Tipton

Associate Dean for Faculty Development, Mary L. Raschko

Associate Dean for Academic Affairs, Helen K. Kim

Chair of the Faculty, Rebecca R. Hanrahan

Chair, Division of Social Sciences, John David Cotts

Chair, Division of Humanities and Arts, Sharon A.M. Alker

Chair, Division of Sciences and Mathematics, Albert W. Schueller  
Secretary of the Faculty, Janet Davis

## 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, 2022), 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 A.M. 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.
- 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.
- Janis Be** (2008, 2018), Professor of Hispanic Studies. B.A., Purdue University; M.A., Ph.D., University of Chicago.
- 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, 2020), 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, 2021), Associate 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 B. Blomme** (2000, 2010), Senior Lecturer of Sport Studies and Head Swimming Coach. B.A., Grinnell College; M.S., Indiana University.
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**John S. Lamanna**, Lecturer of Sports Studies and Head Men's Basketball Coach. B.S., Washington State University; M.A., Loyola Marymount University.

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**Emily Pearson**, Adjunct Assistant Professor of Library Science., B.A., Northeastern University; M.L.I.S., University of Washington, M.L.I.S.

**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.

**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.

### ***Studio Music Instructors***

Clark Bondy

Gary Hemenway

Lori Parnicky

Sally Singer

Laura Curtis

JJ Gregg

Lyn Ritz

Chelsea Spence-Crane

Pablo Izquierdo

Phil Lynch

Rebekah Schaub

Maya Takemoto

Diane Gray-Chamberlain

Spencer Martin

Kraig Scott

Robyn Newton

Michael Simon

### ***Faculty and Staff Emeriti***

**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.

**Dana L. Burgess** (1986, 2013), Charles and Margery B. Anderson Endowed Professor of Humanities, Emeritus. A.B., Bard College; M.A., Ph.D., Bryn Mawr College.

**Thomas A. Callister, Jr.** (1994, 2005), Associate Dean of the Faculty (2004-2011); Professor of Education, Emeritus. 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.
- Carolyn L. Chandler** (1986, 2016), Senior Lecturer of Foreign Languages and Literatures (Spanish), Emerita. B.A., University of Washington; M.A., New York University.
- Julie A. Charlip** (1993, 2008), Professor of History, Emerita. B.A., Rider College; M.A., Ph.D., University of California, Los Angeles.
- 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.
- Thomas A. Davis** (1987, 1993), Associate Professor of Philosophy, Emeritus. B.A., University of California-Santa Cruz; Ph.D., Vanderbilt University.
- Roberta Davidson** (1988, 2014), Professor of English, Emerita. B.A., Sarah Lawrence College; Ph.D., Princeton University.
- 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 Theater, Emeritus. B.S., M.A., Northern Illinois University; M.F.A., University of Washington.
- Deborah Holmes** (1985, 2011), Associate Professor of Theater, 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.
- Robert J. Parcels** (1982, 1988), Associate Professor of Economics, Emeritus. B.S., B.A., Boise State University; M.A., Ph.D., State University of New York at Binghamton.
- 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.
- Deberah M. Simon** (1995, 2008), Senior Lecturer of Chemistry, Emerita. B.A., Whitman College.
- Nancy Lynn Simon** (1967, 2013), Garrett Professor of Dramatic Arts and Professor of Theater, 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.
- Donald Snow** (2001, 2006), Senior Lecturer of Environmental Humanities and General Studies, Emeritus. B.A., Colorado State University; M.S., University of Montana.
- Akira Ronald Takemoto** (1983, 1989), Assistant Professor of Asian and Middle Eastern Studies, Japanese, Emeritus. B.B., University of California at Irvine; M.A., Ryukoku University and Stanford University.
- 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.
- Ronald F. Urban** (1984, 2013), Registrar, Emeritus. B.A., Beloit College; M.A. Indiana University; Ph.D. University of Colorado.
- Elizabeth Vandiver** (2004, 2015), Clement Biddle Penrose Professor of Latin and Classics, Emerita. B.A., Shimer College; M.A., Ph.D., University of Texas at Austin.
- 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.
- 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.
- Jackie Wood** (1992, 2008), Senior Lecturer of Music, Emerita. B.A., Whitman College; M.A., Washington State University.
- 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 Yaple** (1987, 2005), Library Director, Emeritus. B.A., Kalamazoo College; M.A., University of Idaho; M.S.L., Western Michigan University.

## Endowed Chairs

The following fully endowed chairs have been established by the Board of Trustees. The titles of individuals holding named chairs may vary slightly.

The **Charles E. and Margery B. Anderson Chair of Humanities** was established in 1997 by the Board of Trustees to recognize Mr. and Mrs. Anderson's leadership, dedication, and philanthropy to Whitman College. Major gifts came from the Andersons and the National Endowment for the Humanities. Mr. Anderson served as a trustee from 1990 to 2002.

The **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.

**Ashton J. and Virginia Graham O'Donnell Chair in Global Studies** was established in 2015 to support visiting educators in the field of Global Studies.

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 **George Pierre Castile Anthropology Endowment** was established through the estate of Dr. George Pierre Castile, the founder of Whitman College's Anthropology Department and a Professor of Anthropology for 35 years from 1971 until his retirement in 2006. The income from this endowment brings to campus dynamic speakers who supplement subjects and perspectives in the field of anthropology.

The **Computer Science Professorships** were established in 2012 to support the growth of the computer sciences program by supporting faculty salaries.

The **Gregory M. 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 DeMeules 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.

**George Pierre Castile-Anthropology** was established through the estate of Dr. George Pierre Castile, the founder of Whitman College's Anthropology Department and a Professor of Anthropology for 35 years from 1971 until his retirement in 2006. The income from this endowment brings to campus dynamic speakers who supplement subjects and perspectives in the field of anthropology.

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**, the lectureship also makes possible the **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.

## **Administrative Offices**

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