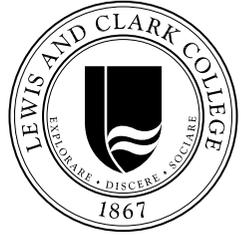


Lewis & Clark College
Catalog 2008-09



Lewis & Clark College
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Lewis & Clark College is accredited by the Northwest Commission on Colleges and Universities. Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated in the College of Arts and Sciences at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

Questions or complaints regarding Lewis & Clark's equal opportunity policies and practices may be directed to Jane Monnig Atkinson, vice president and provost, at 503-768-7200. Complaints of discrimination or harassment by faculty or staff may be directed to the contact persons for discrimination and harassment complaints, the appropriate dean, or the assistant vice president of human resources, in accordance with the Discrimination and Harassment Complaint Procedure at www.lclark.edu/dept/hrpolicy/comp-proced.html.

Disability-related reasonable accommodation requests for academic or residence living matters may be directed to Dale Holloway, coordinator of student support services, at 503-768-7191. Questions about the Americans With Disabilities Act or reasonable accommodation requests by faculty or staff may be directed to David Ellis, vice president, secretary, and general counsel for Lewis & Clark, at 503-768-7691.

The security of all members of the campus community is of vital concern to Lewis & Clark College. Information about safety advice, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics for the most recent three-year period may be requested from the Office of Campus Safety by calling 503-768-7855 or by visiting www.lclark.edu/dept/safety.

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History of Lewis & Clark

Lewis & Clark College was founded in 1867 as Albany Collegiate Institute by a group of Presbyterian pioneers in the Willamette Valley town of Albany, 60 miles south of Portland. From its beginning the school was a coeducational institution, enrolling 43 women and 43 men by 1869. The first class graduated in 1873.

In 1934 the institution opened a lower-division extension in Portland. Soon Portland enrollments outstripped those of the Albany campus, and in 1938 all operations were moved to the city. In 1942 the Albany College trustees acquired through a gift-sale the Lloyd Frank "Fir Acres" estate in southwest Portland, selected Morgan Odell as the president for the new campus, and adopted the name Lewis & Clark College as a "symbol of the pioneering spirit that had made and maintained the College."

By 1960 Lewis & Clark was thriving, and in 1962 the Overseas Study Program was launched, adding a new dimension to the school. Since the program's founding, more than 9,620 Lewis & Clark undergraduate students have lived and traveled in more than 66 countries on six continents as part of their degree work.

Established as the state's law school in 1884, Lewis & Clark Law School is Oregon's oldest school of law. Reorganized as a private institution in 1915, the law school merged with Lewis & Clark College in 1965.

In 1984 postgraduate programs in education, counseling psychology, and public administration were consolidated into the Graduate School of Professional Studies. The program in public administration was transferred to Portland State University in 1996. In 2005, the school was renamed Graduate School of Education and Counseling to reflect its mission.

Four presidents have succeeded Morgan Odell. John Howard was president from 1960 to 1981, James Gardner served from 1981 to 1989, Michael Mooney served from 1989 to 2003, and Thomas Hochstettler became president in 2004.

The three schools of Lewis & Clark and their supporting offices occupy a campus of 137 acres. Separately and together, they embrace and promote the values expressed in the Lewis & Clark motto: *Explorare, Discere, Sociare* (to explore, to learn, to work together).

Mission of Lewis & Clark

The mission of Lewis & Clark is to know the traditions of the liberal arts, to test their boundaries through ongoing exploration, and to hand on to successive generations the tools and discoveries of this quest. By these means the institution pursues the aims of all liberal learning: to seek knowledge for its own sake and to prepare for civic leadership.

Lewis & Clark carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. Lewis & Clark mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

Academic Calendar

2008-09

	Fall	Spring
Payment of semester tuition due	Aug. 7, 2008	Dec. 11, 2008
New Student Orientation	Aug. 27-Sept. 1	
New student registration (on campus)	Aug. 29-30	
Labor Day (no classes)	Sept. 1	
Martin Luther King Jr. Day (no classes)		Jan. 19
First day of classes	Sept. 2	Jan. 20
Last day to register	Sept. 12	Jan. 30
Last day to select credit-no credit	Sept. 12	Jan. 30
Last day to add/drop courses ¹	Sept. 12	Jan. 30
Fall break (no classes)	Oct. 9-12	
Last day to request leave of absence for following semester	Nov. 1	Apr. 1
Registration advising	Oct. 15-Nov. 7	Mar. 12-Apr. 3
Registration for following semester ²	Nov. 10-20	Apr. 6-15
Last day to withdraw from a course ³	Nov. 7	Apr. 3
Thanksgiving break (no classes)	Nov. 27-30	
Spring break (no classes)		Mar. 21-29
Last day of classes	Dec. 10	Apr. 30
Reading days	Dec. 11-12	May 1-2
Final examinations	Dec. 13, 15-17	May 4-7
Vacation period begins	Dec. 18	May 8
Last day to make up incomplete grades:		
For spring 2008 semester	Sept. 26, 2008	
For fall 2008 semester	Feb. 13, 2009	
For spring 2009 semester		Sept. 25, 2009
Degree application filing deadlines:		
For December 2008 degree	May 1, 2008	
For May 2009 degree	Oct. 15, 2008	
For August 2009 degree		Mar. 1, 2009
Official degree date for each semester	Dec. 31, 2008	May 10, 2009
Commencement		May 10, 2009
	Summer session I	Summer session II
Registration opens ²	Mar. 6	Mar. 6
Last day to request refund of deposit	May 11	June 22
First day of classes	May 18	June 29
Last day to settle summer account	May 18	June 29
Last day to add/drop courses ¹	May 19	June 30
Last day to select credit-no credit	May 19	June 30
Memorial Day (no classes)	May 25	
Independence Day observed (no classes)		July 3
Last day to withdraw from a course ³	June 12	July 24
Last day of classes	June 26	Aug. 7
Official degree date		Aug. 31
Last day to make up incomplete grades	Sept. 26	Sept. 26

¹ Instructor's consent is required to add a course. Instructor's consent is not required to drop a course and the course will not appear on transcript. For the policy of charge adjustment, see page 261.

² Information on course offerings can be found at www.lclark.edu/dept/reg.

³ Instructor's approval is not required; grade indicated on transcript will be W. Withdrawing from courses after these dates requires instructor's approval; grade indicated on transcript will be W.

The Liberal Arts

An education in the liberal arts at Lewis & Clark serves both as an opportunity to explore classical and enduring ideas and as a touchstone for fresh inquiry. Students are encouraged to examine the heritage of Western civilization in the context of wider comparative and critical perspectives. They wrestle with difficult questions and their changing solutions, and by working intensively with the faculty they develop their abilities as thoughtful readers, effective writers, and articulate participants in intellectual discourse.

A liberal arts education at Lewis & Clark combines three interdependent curricular elements: the departmental major, a set of elective courses, and the General Education curriculum. In accordance with the principles of the liberal arts, the curriculum is structured so that roughly one-third of the credits are in the major, one-third are in electives, and one-third are in General Education. The major provides an opportunity to study a subject in depth and to master the modes of thought and analysis necessary to advance that study. Electives enable the student to try out and develop new interests. The General Education curriculum supports and enhances the other elements; it provides the general foundations for liberal learning. Its courses expand students' perspectives and essential skills, helping them become educated and thoughtful contributors to society.

Lewis & Clark considers the following elements to be essential to a liberal arts education:

- 1) Mastery of the fundamental techniques of intellectual inquiry: effective writing and speaking, active reading, and critical and imaginative thinking.
- 2) Exposure to the major assumptions, knowledge, and approaches in the fine arts, humanities, natural sciences, and social sciences.
- 3) Critical understanding of important contemporary and historical issues using modes of thought that are evaluative as well as descriptive and analytic, and that consider the relationship between thought and action.
- 4) Awareness of international and cross-cultural issues and gender relations.
- 5) Application of theory and knowledge developed in the liberal arts to the search for informed, thoughtful, and responsible solutions to important human problems.

The curriculum is built around these essentials, and the members of the faculty and the administration place their skills, resources, and services in support of these goals.

Program of Study

The Lewis & Clark curriculum is planned on a model in which students normally take four 4-credit courses each semester. The academic year consists of two 15-week semesters.⁴ The standard course at the College of Arts and Sciences is assigned 4 credits, and meets in class for three or more hours each week. Students should expect to spend an average of two hours outside of class preparing for each hour in class. The average student course load is 16 credits per semester.

The well-educated student knows how to write and speak clearly and effectively. Lewis & Clark's entire faculty shares the responsibility for instruction in these skills. Students therefore encounter significant writing requirements in a range of courses across the entire curriculum and, where appropriate, are encouraged to present their ideas orally in the classroom and in other public forums (such as senior thesis presentations to faculty and students).

Graduation Requirements

Undergraduate work at Lewis & Clark leads to the bachelor of arts degree. The basic requirements for the degree are as follows:⁵

- 1) Satisfactory completion of a minimum of 128 semester credits. A maximum of 60 semester credits in one academic department may be included in the 128 credits required for graduation.
- 2) Academic residency, defined as 60 semester credits taken at Lewis & Clark, including at least 28 of the final 32 semester credits.
- 3) A cumulative grade point average of 2.000 or higher.
- 4) Satisfactory completion of the General Education requirements. (See details in following sections.)
- 5) Satisfactory completion of a major program approved by the chair of the appropriate department or by the Curriculum Subcommittee on Petitions, Appeals, and Student-Designed Majors. Students are required to complete at least 20 semester credits of coursework offered by the major department at Lewis & Clark.
- 6) A cumulative grade point average of 2.000 or higher in all majors and minors.

General Education Requirements

Lewis & Clark's General Education requirements consist of the core course Exploration and Discovery, described below, and other courses in the areas of international studies, scientific and quantitative reasoning, creative arts, foreign languages, and physical education/activity. In addition, content-area courses require students to demonstrate skills involving writing/rhetoric, bibliographic knowledge, and information/electronic competency.

⁴ Also offered are two optional six-week summer sessions in which full semester courses are provided in an intensive format. Students may earn up to 9 credits per session.

⁵ Graduation requirements in this catalog apply to students entering Lewis & Clark in Fall 2008 or later. Other students are subject to the requirements in effect when they entered and should refer to the appropriate catalog.

Credit earned for independent study, practica, or internships may not fulfill General Education requirements.

EXPLORATION AND DISCOVERY (8 semester credits)

Exploration and Discovery, a two-semester requirement for all first-year students, provides a substantially common experience. This innovative yearlong course seeks to ground students in humanity's enduring questions and to model the intellect's journey outward from these questions into today's diverse world of ideas. Primary and secondary sources, small-class discussion, and keynote lectures forge a shared intellectual culture between professors and students, who together analyze works and topics of lasting significance in the liberal arts tradition. Exploration and Discovery thereby provides students with a vital foundation for developing the informed and complex perspectives they will need in our changing modern world. In addition, this course offers students numerous opportunities to develop and hone their skills in critical thinking, reading and writing, conducting independent research, and effective speaking and listening.

Credits for this course may not be applied toward the fulfillment of any other General Education or major or minor requirement. Students normally may not withdraw from this course.

(See course descriptions under Core in the Programs of Study section in this catalog.)

CORE REQUIREMENT FOR TRANSFER STUDENTS

Students transferring to Lewis & Clark in the fall with fewer than 16 semester credits⁶ must take Exploration and Discovery—Core 106 and 107—in their first year. Those who enter in January must take Core 107 in the spring semester and Core 106 the following fall.

All transfer students with 16 to 28 semester credits,⁶ of which 3 or more credits are from an approved writing-intensive course,⁷ must take either Core 106 or 107. In those cases where a student has received no such transferable credit, both Core 106 and 107 are required.

Students who transfer to Lewis & Clark with more than 28 credits⁶ must satisfy the Core 106-107 requirement either by transferring approved writing-intensive courses or by taking two courses from the approved writing-intensive course list.⁷

RHETORIC IN THE FIRST-YEAR COURSE

The first-year course provides students with a sustained opportunity to develop and hone their skills in reading, writing, and speaking. Over the two-semester course, students engage a diverse array of textual materials that call upon their critical skills as readers. They advance their strength and confidence as writers of college-level work through regular practice, constructive feedback from faculty and peers, and opportunities to revise and polish their work. One of the goals of Exploration and Discovery is to help first-year students improve as speakers in command of rhetorical choices and strategies. This purpose

⁶ AP and IB credit excluded.

⁷ Courses used as Core substitutes may not be used to fulfill any other General Education or major or minor requirement.

refers to the ability to speak persuasively and present ideas with some formality in front of a group as well as informally in class discussion. Class sessions are structured to foster thoughtful and articulate discussion of key texts and central ideas of the course.

INTERNATIONAL STUDIES (8 semester credits)

To become educated citizens of an interdependent world, all Lewis & Clark students are expected to engage in a significant manner with a region of the world other than the United States through study of historical experiences, cultural traditions, social and economic realities, and transnational issues.

Students may meet this requirement in one of three ways:

- 1) Completion of International Studies 240 and 241 on a Lewis & Clark overseas study program (8 semester credits).
- 2) Completion of a total of 8 semester credits from a Lewis & Clark overseas study program in coursework, not specified as International Studies 240 and 241, but dealing with the unique history and culture of the host country. If necessary, the registrar consults relevant departments to determine whether a particular course is applicable. Credits in language instruction do not apply.
- 3) Completion of two courses (8 semester credits) on campus from courses listed below.

Art 152, 153, 207, 254, 256, 352, 355, and 356

Chinese 230, 290, and 410

Communication 330 and 340

Economics 232, 280, 295, and 314

English 319

French 230, 330, 340, 350, 410, and 450

Gender Studies 231

German Studies 230, 410, 411 (Munich only), and 450

History 110, 111, 112, 120, 121, 141, 142, 209, 210, 211, 213, 215, 217, 218, 221, 222, 224, 225, 226, 228, 242, 259, 310, 311, 313, 316, 320, 323, 328, 345, 347, and 348

International Affairs: All courses

Japanese 230, 290, and 410

Music 105, 164, 276, 305, and 306

Philosophy 201 and 301

Political Science 102, 315, 317, 320, and 325

Psychology 190, 345, and 390

Religious Studies 241, 242, 243, 251, 273, 274, 354, 450, and 452

Russian 230, 290, 410

Sociology/Anthropology 225, 261, 266, 270, 273, 274, 275, 280, 281, 285, 291, 350, 352, 353, 356, and 377

Spanish 230, 380, 390, 410, 440, and 450

Theatre 251 (London)

SCIENTIFIC AND QUANTITATIVE REASONING (12 semester credits)

Just as liberally educated people have knowledge and appreciation of the humanities, creative arts, and social sciences, and have the ability to communicate clearly and effectively, they also have knowledge and appreciation of science and know how to reason scientifically and

quantitatively. Therefore a liberal education must include the study of mathematics and the natural sciences and an understanding of their methods of inquiry. Such understanding includes familiarity with the observational procedures employed by all of the sciences: as in laboratory and field work; the theories and methods that constitute the tools and subject matter of scientific research; and the quantitative, qualitative, philosophical, social, and aesthetic dimensions of work in the natural and social sciences.

All graduates from Lewis & Clark College are expected to gain experience in quantitative reasoning, ranging from making rough quantitative estimates to solving word problems using algebra and logic, understanding graphically presented information, and using modern electronic devices such as calculators and computers.

To foster this understanding and experience, students at Lewis & Clark College must complete at least two courses in natural science study and an additional course in quantitative reasoning.

The scientific and quantitative reasoning requirement can be fulfilled by taking at least one course that includes a laboratory component (selected from the Category A course list) and two courses that include a significant amount of mathematical and quantitative reasoning (at least one selected from Category B and the other selected from the Category B or C course lists). Courses fulfilling the requirement are listed below.

Category A: Science Laboratory⁸

(All students must take one course.)

Biology: 100, 115, 141, 151, and all courses at the 200 level that include laboratory

Chemistry: 100, 105, 110, 120, 210, and 220

Geology: 150 and 280

Physics: 107, 141, 142, 151, 152, and 201

Category B: Mathematical and Quantitative Reasoning: Sciences⁸

(All students must take one course, and may take two courses.)

Chemistry: 100, 110, and 120

Environmental Studies: 220

Mathematical Sciences: all mathematics and computer science courses in the department except Mathematics 055 and 115

Physics: 105, 107, 110, 141, 142, 151, 152, 202, 205, 251, and 252

Category C: Quantitative Reasoning: Humanities and Social Sciences⁸

(Students may take one course.)

Communication: 260

Economics: 100, 103, 212, and 215

Philosophy: 101

⁸ To register for Category B and many Category A and C courses, the student must meet one of the following criteria: a) passing a quantitative reasoning proficiency examination administered during New Student Orientation or during the school year; b) receiving a SAT I math score of 630 or higher; c) receiving an ACT math score of 30 or higher; d) completing a high school calculus course with a grade of B or better; e) receiving a score of 4 or 5 on an AP exam in Calculus AB or BC, Computer Science, or Statistics; f) receiving a score of 5, 6, or 7 on an International Baccalaureate higher level or standard level mathematics exam; g) successfully completing Mathematics 055. Some courses in all categories have additional prerequisites. (See course descriptions.)

Political Science: 201 and 252

Psychology: 200, 300, and 311

Sociology/Anthropology: 201

So that mathematical and natural science students acquire a breadth of understanding of the sciences as a whole, they are expected to take the Category A and B requirements from disciplines outside their major department. Also, students are encouraged to take a third course in Category C to broaden their horizons.

CREATIVE ARTS (4 semester credits)

The distinctive element of the creative arts lies in the creative process itself, the mobilization of often nonverbal, intuitive, and emotional resources in providing new understandings about and insights into human existence. The practice and study of the creative arts can increase students' appreciation of the artistry of others, and stimulate and enhance learning of all kinds. Students at Lewis & Clark College should therefore acquire, as part of their general education, an appreciation for and understanding of this unique way of knowing and experiencing the world.

Students may fulfill the creative arts requirement either by engaging in the creative process itself through courses in studio art such as ceramics, design, pottery, or drawing; or in artistic performance (music, dance, theatre, creative writing); or by the historical and theoretical study of artistic production, including, where possible, a studio component. In recognition of the importance of arts in our culture, students are encouraged to explore a broad range of courses in the arts. Students majoring in the creative arts must satisfy this requirement outside their majors. Courses that may be applied toward the creative arts requirement are listed below.

Art: All courses

English 200, 201, 208, 300, and 301

Gender Studies 300

Music: All courses

Philosophy 203

Theatre 106, 107⁹, 108⁹, 113, 207⁹, 208⁹, 209, 213, 214, 216, 218, 220, 234, 250, 251, 252⁹, 275, 281, 282, 283, 308, 313, 350, 351, 381, and 382

FOREIGN LANGUAGE (proficiency requirement)

The acquisition of a language other than one's own has always been a hallmark of a liberal education. In today's increasingly interdependent world this is all the more true. Only by learning the language of another people is one able to adequately understand the subtleties and nuances of its culture, for language is the gateway to all cultures.

At Lewis & Clark College in particular, studying a second language has a place of central importance—both because of Lewis & Clark's historical commitment to international studies and because providing all students with an encounter with another culture has become

⁹ The requirement may be met by taking one beginning and one advanced technique course in the same area such as ballet or contemporary dance forms, or by taking one technique course and Theatre 355. Four semester credits are required to fulfill the creative arts requirement.

a defining feature of the undergraduate program of studies. Not only does language study open up our appreciation for and sensitivity to other parts of the world, it also better enables us to understand and appreciate our own native language. For these reasons, Lewis & Clark College requires of its students the serious study of at least one language other than English.

Lewis & Clark has a foreign language proficiency requirement for all students. This requirement may be satisfied in one of the following ways:

- 1) Completion of a foreign language through the 201 level.
- 2) Completion of an approved language-based overseas program. (The list of approved programs is available from the Office of Overseas and Off-Campus Programs.)
- 3) Placement into 202 or above on the foreign language placement examination.
- 4) A score of 4 or 5 on an Advanced Placement Language or Literature Examination; or a score of 5, 6, or 7 on an International Baccalaureate Higher Level Language Examination.

International students whose first language is not English are exempt from the foreign language requirement.

PHYSICAL EDUCATION/ACTIVITY (two semester courses)

Physical education is one facet of a total educational program that stresses the interrelationship and interdependence among the physical, mental, and social dimensions of human experience. Therefore, students are required to take a minimum of two semester courses during their degree program that engage them in physical exercise. In these courses, students are encouraged to recognize the importance of physical activity as a lifelong pursuit.

Physical Education and Athletics courses that may be counted toward this requirement are numbered 101, 102, 141, and 142.

Theatre dance courses that may be counted toward this requirement are 106, 107, 108, 207, 208, 252, 308, and 350. Theatre courses counting toward this requirement may be taken credit-no credit. Music Performance 150 may be counted toward this requirement.

Students may register for no more than one 101 course per semester. The maximum credit in Physical Education and Athletics 101, 102, 141, and 142 courses that may be applied toward the 128 credits required for graduation is 4 semester credits.

LIBRARY USE, BIBLIOGRAPHIC INSTRUCTION, AND INFORMATION/ELECTRONIC COMPETENCY

Information literacy means having the ability to locate, acquire, analyze, synthesize, and structure information. This includes the ability to understand the variety of contents and formats of information; to understand systems for organizing information; to retrieve information; and to evaluate, organize, and manipulate information. As students complete content courses in all academic departments, they also learn to locate and apply information available in libraries, in electronic databases, and on the Internet. Students also work with a variety of computer software appropriate to their academic fields and interests.

Policies and Procedures

Academic Integrity Policy

PRINCIPLES OF CONDUCT

The community of scholars at Lewis & Clark is dedicated to personal and academic excellence. Joining this community obligates each member to observe the principles of mutual respect, academic integrity, civil discourse, and responsible decision making.

ACADEMIC INTEGRITY

Academic integrity finds its genesis in the fundamental values of honesty, tolerance, respect, rigor, fairness, and the pursuit of truth. Scholarship is at the heart of this academic community, and trust between faculty and students is essential to the achievement of quality scholarship. At times scholarship is collaborative, at times independent. All sources, both written and oral, should be properly cited. Acts of academic dishonesty are contrary to the mission of Lewis & Clark and constitute a serious breach of trust among community members.

ACADEMIC INTEGRITY IN PRACTICE

Lewis & Clark believes that each member of the community is responsible for the integrity of his or her individual academic performance. In addition, because each act of dishonesty harms the entire community, all individuals—students, faculty, and staff members alike—are responsible for encouraging the integrity of others by their own example, by confronting individuals they observe committing dishonest acts, and/or by discussing such actions with a faculty member or academic dean, who will respect the confidentiality of such discussions. When any individual violates this community's standards, Lewis & Clark is committed as a community to take appropriate steps to maintain standards of academic integrity.

Acts of academic dishonesty involve the use or attempted use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic work.

Academic dishonesty with respect to examinations includes but is not limited to copying from the work of another, allowing another student to copy from one's own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

Academic dishonesty with respect to written or other types of assignments includes but is not limited to failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by faculty members; fabrication or alteration of data; or knowingly facilitating the academic dishonesty of another.

Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of Lewis & Clark.

For more information about the Lewis & Clark's academic integrity policy, consult *The Pathfinder* (Student Handbook), the Office of the Dean of the College of Arts and Sciences, or the Office of the Dean of Students.

Academic Standing

ACADEMIC STANDING RULES AND REGULATIONS

A student not on academic probation or academic suspension is considered to be in good academic standing. Academic standing is monitored at the end of each grading period by the registrar, who notifies the student and academic advisor when the student's performance is found to be unsatisfactory. Unsatisfactory performance may be the result of unsatisfactory grades (less than 2.000 semester or cumulative GPA), unsatisfactory completion of registered coursework, or both. Students receiving financial aid need also to be aware of the satisfactory progress requirements for continued eligibility for financial aid. For details, see page 264.

The registrar uses a set of report categories to inform a student when performance is unsatisfactory. These categories are as follows: **Warning** Academic warning expresses concern that a possible problem is developing. Warnings are not recorded on the student's official transcript.

Probation Academic probation notifies the student that a problem exists. Probationary status is noted on the student's official transcript.

Suspension Academic suspension notifies the student of his or her ineligibility to enroll in the College of Arts and Sciences for a specified period of time, normally two semesters. Suspended status is noted on the student's official transcript. A student on academic suspension must meet the following conditions in order to be considered for reinstatement:

- 1) Earn at least 12 credits in letter-graded work from another institution. The credits must be transferable to Lewis & Clark. (Consult with the Office of the Registrar for applicable courses.)
- 2) Earn a minimum GPA of 2.500 in these 12 credits, with no single grade less than a C.
- 3) Submit a written request to the registrar. The request should contain the following: **a)** Personal assessment of the reason for poor performance; **b)** An explanation of how the student plans to overcome the difficulty, along with a proposed academic plan; **c)** An official transcript of all coursework completed elsewhere during the absence from Lewis & Clark.

If the student's request to be reinstated is approved by the Academic Standing Subcommittee of the Curriculum Committee, the student will be reinstated on probation.

Dismissal If after reinstatement to the Lewis & Clark a student receives a second academic suspension, the student is permanently

dismissed with no further opportunity to enroll at Lewis & Clark College.

ACADEMIC STANDING CRITERIA

Current Status	Semester GPA	Cumulative GPA	Resulting Status
Neither warning nor probation	1.7-1.999	1.7-4	Warning
	1.5-1.699	2-4	Warning
	1.5-1.699	1-1.999	Probation
	1-1.499	1-4	Probation
	0-0.999	0-4	Suspension
	0-4	0-0.999	Suspension
Warning	2-4	1.7-1.999	Continued warning
	1.5-1.999	1.5-4	Probation
	0-1.499	0-4	Suspension
	0-4	0-1.499	Suspension
Probation	1.5-1.999	0-4	Continued probation
	0-4	1.5-1.999	Continued probation
	0-1.499	0-4	Suspension
	0-4	0-1.499	Suspension

A student who earns a GPA lower than 2.000 after having earned a GPA lower than 2.000 for three consecutive semesters or after having been on warning or probation for three consecutive semesters will be suspended.

A student who completes fewer than 12 credits and fails to complete all registered courses will receive a warning. A student who completes fewer than 12 credits and fails to complete all registered courses for a second consecutive semester or who is already on warning and completes fewer than 12 credits and fails to complete all registered courses will be placed on probation. A student who completes fewer than 12 credits and fails to complete all registered courses for a third consecutive semester or who is already on probation and completes fewer than 12 credits and fails to complete all registered courses will be suspended.

ACADEMIC STANDING APPEAL PROCESS

If extenuating circumstances should be taken into account in determining a student's academic standing, the student may submit a written appeal to the registrar. Appeals will be reviewed by the Academic Standing Subcommittee of the Curriculum Committee, whose decision is final. The major concerns of the subcommittee are the welfare of the student and the student's ability to maintain satisfactory grades and satisfactory progress. The appeal should be made as soon as possible and must contain a personal assessment of the reason for poor performance, an explanation of how the student plans to overcome the difficulty, and a proposed academic plan. The student

may solicit support from faculty or staff to help facilitate the appeal process.

COCURRICULAR ELIGIBILITY

In order to participate in certain cocurricular activities such as student government or varsity athletics, a student must be in good academic standing.

Definition of Class Standing

Class standing is based on the total number of completed credits:¹⁰

First year: 0–28 semester credits

Sophomore: 29–60 semester credits

Junior: 61–92 semester credits

Senior: 93 semester credits and above

Standard Academic Progress

Standard academic progress is based on the completion of 128 semester credits over a four-year or eight-semester period, which will normally require completion of 32 semester credits per year. Some variation of up to 3 semester credits below this level is permitted, but the cumulative total of semester credits completed by the end of each year must be equivalent to the number required for promotion to the next class standing. Thus, a student is deemed to be making standard academic progress who completes 29 semester credits by the end of the first year, 61 semester credits by the end of the second year, and 93 semester credits by the end of the third year. Mathematics 055 is considered part of the academic course load and is used to calculate standard academic progress, but it cannot be counted as part of the 128 semester credits required for graduation.

Lewis & Clark recognizes that personal circumstances sometimes interfere with the ability to make standard academic progress. Students who plan to complete their degree over a longer than normal period should consult with their advisor or the director of academic advising and, if necessary, with the Office of Student Financial Services.

Advanced Standing

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE

Lewis & Clark grants 4 semester credits for Advanced Placement (AP) scores of 4 or 5, except for Calculus BC, which is granted 8 semester credits. No more than 8 credits for Calculus AB and BC will be awarded.

Lewis & Clark also recognizes the International Baccalaureate (IB) academic program. Four semester credits are granted for scores of 5 on the higher-level exams, or 8 semester credits for scores of 6 or 7 on the higher-level exams, or 16 semester credits for completion of the IB diploma with a score of 32 to 35, or 24 semester credits for a score of 36 or higher.

¹⁰ Completed credits are those that apply toward the 128 semester credits required for graduation, including transfer credits and credits by examination.

Credit granted through the AP or IB program is considered elective credit toward graduation and may not be used to fulfill General Education requirements, except for foreign language and literature examinations.

The chart below shows treatment of AP and IB credit in some academic departments with regard to placement in the curriculum and major requirements. To find out whether AP or IB test results can be used for placement within the curriculum of a department not listed here, students should consult the department chair.

Department	Elective credit toward major requirements	Course equivalent or placement
Biology	AP 5 or IB 7: Four credits toward 43 credits required for major. AP 4 or IB 6: Credits granted toward graduation are not used as elective credits toward the major.	AP 5 considered equivalent to Biology 151. IB 7 considered equivalent to Biology 141 or 151, depending on specific focus of IB course. Consult department chair for placement.
Chemistry	AP 5 or IB 7: Four credits toward 40 credits required for major. AP 4 or IB 6: Credits granted toward graduation are not used as elective credits toward the major.	AP 5 or IB 7 results in placement into Chemistry 120 or 210. Considered equivalent to Chemistry 110, a 5-credit course, though only 4 credits are granted toward graduation. AP 4 or IB 6: Student may petition for placement into Chemistry 120.
Economics	AP 4 or 5, or IB 6 or 7 in both microeconomics and macroeconomics or in statistics: Four credits toward 44 credits required for economics major. AP 4 or 5 in <i>statistics</i> : Also applies toward major as described above.	AP 4 or 5, or IB 6 or 7 in both microeconomics and macroeconomics considered equivalent to Economics 100. AP 4 or 5 in <i>statistics</i> considered equivalent to Economics 103.
English		AP 4 or 5, or IB 6 or 7 results in placement into English 205 or 206. Consult department chair for placement.
Environmental Studies	AP 5: Four credits toward 63 credits required for major.	AP 5 considered equivalent to Biology 141.
Foreign Languages and Literatures	Credits received for AP or IB exam results are not accepted toward a major in this department because major requirements begin at the 300 level.	AP 4 or 5 on language or literature examinations and IB 5, 6, or 7 on higher-level examinations meet General Education requirement in foreign languages.

Department	Elective credit toward major requirements	Course equivalent or placement
History		AP 4 or 5, IB 6 or 7 suggests students are eligible for 200- or 300-level history courses.
Mathematical Sciences Calculus	Credits received for AP exam results are not accepted toward a major in this department because major requirements begin with higher-level courses.	AP Calculus AB 4 or 5 considered equivalent to Mathematics 131. AP Calculus BC 4 or 5 considered equivalent to Mathematics 131 and 132. Consult department chair for placement.
Computer Science		Consult department chair for placement.
Statistics	AP 4 or 5: Four credits toward either the economics major or the psychology major.	AP 4 or 5 considered equivalent to Economics 103, Mathematics 105, or Psychology 200.
Physics		AP 5 in Physics C (mechanics) considered equivalent to Physics 141 or 151. Consult department chair for placement.
Political Science	AP 5 in U.S. Government and Politics and Comparative Government and Politics may be counted toward political science major upon approval of the department. Consult department chair for details.	
Psychology	AP 4 or 5 or IB 6 or 7: Four credits toward 40 credits required for major. AP 4 or 5 in <i>statistics</i> : Also applies toward major as described above.	AP 4 or 5, IB 6 or 7 considered equivalent to Psychology 100. However, students with AP 4 or IB 6 are encouraged to enroll in Psychology 100. AP 4 or 5 in <i>statistics</i> considered equivalent to Psychology 200.

See also Graduation Requirements in this catalog (Scientific and Quantitative Reasoning [footnote 8] and Foreign Languages).

CREDIT BY EXAMINATION

Students interested in challenging a Lewis & Clark course (seeking credit for it by examination) should consult the Office of the Registrar for faculty policy and procedures. Credit is not granted for College-Level Examination Program (CLEP), life experience, or credit by examination from other colleges.

Course Registration

COURSE LOAD POLICIES

Students must complete a minimum of 128 semester credits for graduation. The normal full-time course load is 16 semester credits. To be considered full-time, a student must take at least 12 semester credits. Students who wish to underload (register for fewer than 12 credits) shall notify the registrar by submitting an underload card. Students who wish to overload (register for more than 19 semester credits) must have a 3.000 cumulative grade point average and obtain written approval from their academic advisor on a card provided by the registrar. Faculty policy recommends that a request to overload be carefully reviewed, taking into account the student's overall academic performance, as well as his or her current schedule. The maximum for which a student may enroll in one semester is 21 semester credits.

Summer semester consists of two six-week sessions. To be considered full-time, a student must take 12 credits during the semester. A student may take up to 9 credits per session and a maximum of 18 credits for the semester. The overload policy for summer semester is the same as that for fall and spring semesters.

COURSE NUMBERING

Courses numbered at the 100 level are considered introductory; at the 200 level, intermediate; and at the 300 and 400 levels, advanced. Class standing should generally be used as a guide to enrollment in courses at each level. (For example, first-year and sophomore students generally take 100- and 200-level courses.) Exceptions may be made, taking into account an individual student's academic experience.

CROSS-REGISTRATION

Graduate School of Education and Counseling An undergraduate student may be eligible to register for courses in Lewis & Clark's Graduate School of Education and Counseling during fall or spring if he or she

- 1) Has completed 93 undergraduate semester credits.
- 2) Has obtained the consent of the graduate course instructor and graduate registrar.
- 3) Is enrolled full-time (is taking no fewer than 12 credits) at the College of Arts and Sciences during the semester of cross-registration.

During the summer term, students need not be registered full-time at the College of Arts and Sciences, but regular Graduate School of Education and Counseling tuition rates will apply.

In order to apply credit earned in a Graduate School of Education and Counseling course to an undergraduate major, the student also needs approval in advance from the major department chair in the College of Arts and Sciences.

Other Private Colleges and Universities Lewis & Clark participates in a cross-registration program with other members of the Oregon Independent Colleges Association (OICA). Under this program, full-time Lewis & Clark students may enroll in one undergraduate course per semester at another OICA campus without paying additional

tuition. However, the host campus may charge special course fees (such as laboratory fees) that apply to all students enrolled in the course. Not all courses at host institutions are covered by the program.

Cross-registration through the OICA program requires approval of both the Lewis & Clark registrar and the host campus registrar. (Approval of both registrars is also required to drop a cross-registered course.) Students should ask their advisor or department chair for information on cross-registered courses that meet program or major requirements.

Students may not cross-register for a course already offered at Lewis & Clark unless there is a legitimate scheduling conflict. Further details on the cross-registration program and a complete list of participating institutions are available from the Office of the Registrar.

PRACTICA, INTERNSHIPS, DIRECTED STUDY, AND INDEPENDENT STUDY

Students are encouraged to pursue educational opportunities that occur outside the regular curriculum. These may include student and faculty research collaborations, directed or independent study of topics not covered in existing courses, on-campus activities and practicum experiences, and internships, including both noncredit and for-credit activities. Such learning experiences are a valued part of a Lewis & Clark education. Students should consult with their academic department and the Center for Career and Community Engagement regarding the range of opportunities available to them.

Students must work with faculty to receive academic credit for learning experiences that occur outside the regular curriculum.

244/444 Practica and Internships Courses numbered 244 and 444 enable students to earn credit for a practicum or internship. (Some departments also offer internships that include regular class meetings and therefore bear course numbers other than 244 or 444.) Practica and internships allow students to gain academic credit for field experiences. Faculty supervision ensures a rigorous academic component. Practica typically take place on campus. Internships often occur off campus and entail collaboration with an onsite supervisor who provides direction to the student and reports to the faculty member about the student's onsite performance. Departments determine whether 244 or 444 credit is more appropriate for a particular field experience; likewise, departments determine whether to title an experience as practicum or internship. These activities are usually graded on a credit-no credit basis.

299/499 Directed and Independent Studies Courses numbered 299 and 499 are available for directed and independent pursuit of faculty-supervised study. Topics are limited to those not addressed by the existing curriculum. Such experiences range from studies in which an instructor provides considerable supervision (e.g., convenes small classes or meets regularly with research teams) to independent studies in which students consult with faculty to develop a more autonomous project. Departments determine whether 299 or 499 credit is more appropriate and whether to title a particular experience directed or

independent study. Letter grades are the default, but these activities can also be graded on a credit-no credit basis (following the normal procedures for credit-no credit grading).

Regulations The following rules govern students and faculty members participating in practicum, internship, directed study, or independent study opportunities:

- 1) Students may earn 1 to 4 semester credits from any single course numbered 244/444 or 299/499, and up to 4 credits from such courses in a single semester. Students may not apply more than 16 credits total of practicum, internship, directed, or independent study credit toward graduation requirements, and no more than 8 of those 16 semester credits may be from courses numbered 244 or 444. Credit earned for practicum and internship experiences under other course numbers is included in the 16-credit limitation.
- 2) Practicum, internship, directed study, and independent study courses may not be used to fulfill General Education requirements.
- 3) A written agreement between the faculty member and the student is to be finalized before the activity commences. This agreement acts in lieu of a syllabus and specifies the activity to be done, the amount of time to be spent on the activity, the amount of credit to be granted, the nature and length of the product of the activity, and the expectations for both the student and the faculty member. Registration and this written agreement between the student and the faculty member must be submitted to the registrar's office before the activity commences.
- 4) The amount of credit awarded should be based on the academic component of the activity as well as the amount of time spent on the activity. A suggested metric is 2.5 to 3 hours per week per credit over a 14-week term.
- 5) The student must submit a product of the activity to the faculty member by an agreed date. The nature of the product, to be determined by the faculty member and the student before activity commences, should be appropriate for the activity. It is recommended that for a written product, the required length be commensurate with the amount of credit being granted.
- 6) The faculty member will submit a grade (whether letter or credit-no credit) to the registrar at the appropriate time.
- 7) A paid position may qualify for academic credit if the student, faculty member, department (and, in some instances, an off-campus organization or institution) determine it is appropriate and that there is an academic component to the experience that warrants credit.

Procedures To register for a course numbered 244/444 or 299/499, students must follow these steps:

- 1) Obtain the appropriate online form from the Office of the Registrar.
- 2) Meet with the faculty member to complete the form and develop the written agreement.
- 3) Obtain the signature of the faculty member and the department chair. Students pursuing internships must also obtain the signature of the on-site supervisor.

- 4) Submit the form and the written agreement to the Office of the Registrar before beginning the practicum, internship, directed study, or independent study.

Students pursuing an internship are strongly encouraged to contact the Center for Career and Community Engagement to learn about regularly scheduled orientation sessions and support resources.

REPEATED COURSES

Certain courses may be taken more than once for credit toward the degree (see individual course descriptions). Otherwise, courses that are repeated may not be counted for credit toward the degree. For example, if a student repeats a particular course in order to improve the grade, Lewis & Clark counts the course credits only once toward graduation requirements. Both the original grade and the repeated grade are used in calculating the student's grade point average and will appear on the transcript.

REGISTRATION CHANGES

To add courses after the first day of classes, students must obtain the instructor's signature on the Add/Drop/Withdraw Form, and file the completed form in the Office of the Registrar during the first two weeks of the semester.¹¹ Students are not normally permitted to add courses after the second week.¹¹

To drop courses, students must either file a completed Add/Drop/Withdraw Form or drop the course online by the end of the second week of the semester.¹¹ For Exploration and Discovery, the required first-year course, students normally will not be permitted to withdraw.

First-year students must obtain signatures from their academic advisors to add or drop courses, and thus may not make changes online.

Courses from which a student withdraws after the second week appear on the transcript with the grade recorded as W (withdrawal).¹¹ Students are permitted to withdraw from a course (except Exploration and Discovery) until the end of the 10th week of the semester by filing an Add/Drop/Withdraw Form. Withdrawal after the 10th week of the semester requires consent of the course instructor.¹¹

Students who need to drop all of their courses after the semester has started will be considered as completely withdrawn for that semester. All courses will appear on the transcript with a grade of W (withdrawal).

In this case, the student must submit either a Leave of Absence form or a Withdrawal form to the Office of the Registrar, depending on whether the student plans to return to Lewis & Clark College in a future semester. Lewis & Clark's policies allow for charges to be prorated based on the date the registrar's office receives notification of the withdrawal. For details, please refer to Policy of Charge Adjustment on page 261. Complete withdrawals after the 10th week of the semester require consent from each instructor.¹¹ Failure to officially withdraw may result in failing grades and may jeopardize the student's eligibility to reenroll or to transfer to another institution. In case of illness or emergency, the student can contact the Student Development Center

¹¹ Dates are compressed for the summer semester. See the academic calendar.

so that the office can initiate formal withdrawal procedures on behalf of the student.

Final Examinations

Lewis & Clark College has a four-day final examination period. Students who have three examinations scheduled on the same day will be allowed to reschedule one of their exams to another day. Students who have courses in period 4/5 TTH and period 7 and period 12—all of which share the same final exam time—will be allowed to reschedule, as necessary, the conflicting exam(s). Students must initiate a request to the faculty involved, and the faculty will determine which examination may be rescheduled within the examination period.

Degree Application Deadlines

Seniors must file a degree application during the semester following completion of 92 semester credits. This allows the registrar sufficient time to review the application and to inform the student of any inconsistencies or remaining requirements. Deadlines for filing degree applications are as follows:

October 15, 2008, for May 2009 degree date

March 1, 2009, for August 2009 degree date

May 1, 2009, for December 2009 degree date

Family Educational Rights and Privacy Act

Lewis & Clark follows policies in the maintenance and distribution of student records that are in conformity with the Family Educational Rights and Privacy Act (FERPA) of 1974 (The Buckley Amendment). The abbreviated text of these policies is published annually in the student handbook (*The Pathfinder*) and on the Web at www.lclark.edu/dept/reg.

Grading System

GRADES

The registrar compiles and maintains permanent academic records for all students. Grades are assigned by instructors as follows:

- A** Outstanding work that goes beyond analysis of course material to synthesize concepts in a valid and/or novel or creative way.
- B** Very good to excellent work that analyzes material explored in class and is a reasonable attempt to synthesize material.
- C** Adequate work that satisfies the assignment, a limited analysis of material explored in class.
- D** Passing work that is minimally adequate, raising serious concern about readiness to continue in the field.
- F** Failing work that is clearly inadequate, unworthy of credit.
- DFD** Deferred. A temporary designation normally used at the end of a semester for a course continuing for two semesters. When the full sequence is completed, the given grade applies to both semesters.

I Incomplete. An Incomplete grade may be assigned at the discretion of the instructor when a student has been unable to complete the coursework in the normal time period.¹² It is the responsibility of the individual faculty member—in consultation with the student—to decide whether the student has a legitimate reason for not completing the work on time. In general the Incomplete grade is used when circumstances beyond the control of the student prevent completion of the course.

When an Incomplete grade is assigned, the completed coursework must be submitted to the instructor of record no later than the end of the fourth week of the following semester, unless otherwise arranged with the instructor and the registrar.¹³ In no case will an Incomplete grade be carried longer than 12 calendar months from the last day of the semester when the course was taken. An Incomplete grade may not be carried beyond a student's graduation date. Upon expiration, an unresolved Incomplete grade becomes an F or NC, depending on the grading option for the course.

CR-NC Credit-No Credit. Successful completion of course requirements at the level of C (2.000) or higher is signified on the transcript by Credit (CR). Students who fail to successfully complete the requirements at the level of C (2.000) receive a designation of No Credit (NC).

Most courses are offered for a letter grade. In certain cases, a student may request the CR-NC option by filing a special form with the registrar during the add/drop period at the beginning of the semester. Consent of the instructor is required for the CR-NC option in regularly graded courses. This option may not be changed after it is filed.¹⁴

In courses designated CR-NC only, a student may not request a letter grade. CR-NC grades are not used for calculating the student's GPA. Lewis & Clark does not limit the number of courses that may be taken on a CR-NC basis.

Note: Courses taken to fulfill General Education requirements (except physical education/activity courses) may not be taken with the CR-NC option.

W Withdrawal. A Withdrawal grade is recorded when a course is dropped after the second week of the semester. Withdrawal after the end of the 10th week requires consent of the course instructor. W grades are also recorded in the case of a complete semester withdrawal at any time after the semester begins. W grades are not used for calculating the student's GPA.

¹² An Incomplete for Core 106 or 107 must also have approval of the Core director.

¹³ An extension for Core 106 or 107 must also have approval of the Core director.

¹⁴ The single exception to this rule is that a faculty member may assign a grade of F if a student is found guilty of a violation of Lewis & Clark's Academic Integrity Policy.

GRADE POINT AVERAGE

Letter grades are converted to a numerical equivalent as follows:

A	4.0 points/semester credit	C	2.0 points/semester credit
A-	3.7 points/semester credit	C-	1.7 points/semester credit
B+	3.3 points/semester credit	D+	1.3 points/semester credit
B	3.0 points/semester credit	D	1.0 points/semester credit
B-	2.7 points/semester credit	F, DFD, I, W, CR-NC:	no points
C+	2.3 points/semester credit		

The grade point average (GPA) is calculated by dividing the total number of grade points by the number of semester credits carrying numerical equivalent grades. Excluded from the GPA calculation are all courses in which the designation DFD, I, W, or CR-NC was awarded. The GPA is based entirely on Lewis & Clark coursework.

GRADE REPORTS

The Office of the Registrar processes grades during the two weeks following examinations. Students may access their grades online. Students who wish to have their grades mailed must submit their request in writing to the Office of the Registrar.

ACADEMIC GRIEVANCE PROCEDURE

If a student alleges that a final grade in a course is an inaccurate reflection of his or her performance, the student should first attempt to resolve the matter with the individual faculty member.

If unable to reach a resolution, the student and faculty member will request assistance from the department chair or program director. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the Dean of the College of Arts and Sciences, whose decisions in matters of academic grievances are final.

No grade may be changed after one year from the date of issuance.

Honors

Most departments recognize student academic achievement through an honors program for which students may be nominated or may apply. Honors standing requires a minimum cumulative and major grade point average of 3.500 or higher and successful completion of a senior project in the student's major. Details are included under the appropriate departmental headings.

Degrees with distinction are awarded on the basis of students' overall academic record at Lewis & Clark College (minimum 60 credits): *cum laude* (with honors), 3.700 to 3.799; *magna cum laude* (with high honors), 3.800 to 3.899; *summa cum laude* (with highest honors), 3.900 to 4.000.

The Dean's List honors academic achievement each semester. Students who are enrolled full time and achieve a GPA of 3.700 or higher, with at least 12 graded semester credits, are named to the Dean's List and this distinction is recorded on their transcript for the semester.

The Dr. Robert B. Pamplin Jr. Society of Fellows singles out and brings together students and teachers of the highest caliber in a life-long association beginning with study at Lewis & Clark. The fellows

are chosen by the president of Lewis & Clark from students who show exceptional potential for leadership, maintain a superior GPA (normally 3.500 or higher), demonstrate an interest in physical fitness, and conduct themselves in an exemplary manner marked by integrity and service to others. Within its fundamental commitment to recognize outstanding merit, the Pamplin Society is strongly committed to ethnic diversity in its membership.

The Rena Ratte Award is made annually to recognize a senior whose abilities and commitment have combined to produce work of the highest distinction. Colleagues, students, and friends of the late Professor Ratte established this award in 1970 in memory of a distinguished philosopher and esteemed teacher.

Phi Beta Kappa, the nation's oldest honor society, established a Lewis & Clark chapter in 1997. Members are chosen for academic excellence and breadth in the liberal arts as well as good character. For more information, visit www.lclark.edu/~pbk.

The AAUW Senior Woman Award, sponsored by the American Association of University Women, recognizes a senior of outstanding scholarship, character, personality, contributions to campus and community life, and potential for future achievement.

The College of Arts and Sciences holds an annual convocation to honor students who are awarded departmental and collegewide honors.

Leave of Absence/Withdrawal/Readmission**LEAVE OF ABSENCE**

Students who wish to leave Lewis & Clark for a period of time must apply for a leave of absence. This process allows both the student and the institution to plan for a return to studies and completion of a degree at Lewis & Clark. Except in extraordinary circumstances, the maximum leave that may be granted is two semesters.

The deadlines for filing a Leave of Absence form are November 1 (for a leave beginning in the spring semester) and April 1 (for a leave beginning in the fall semester).

Students who require a medical leave or other forms of emergency leave may contact the Office of the Dean of Students at any time during the year. Upon approval by the Office of the Dean of Students, such requests for emergency and medical leave will be forwarded to the registrar for processing.

If a leave of absence is granted, General Education requirements as well as major and minor requirements (if a major or minor has been declared) in place at the beginning of the leave will apply when the student returns from the leave. Students who wish to return after a period exceeding that granted in the leave must apply for readmission through the Office of the Registrar, and will be subject to the graduation requirements in effect at the time of their return.

Any academic work completed while on leave might not be transferable to Lewis & Clark unless it has been approved in advance by the Office of the Registrar. Any transfer credits that the student wishes to apply to meet major or minor requirements must also be approved by the department or program chair.

Students who follow the procedure outlined below will be assured reentry to the College of Arts and Sciences at the end of their leave and will be informed whether work done elsewhere will be transferable to Lewis & Clark. Students who do not follow the procedures outlined below, as well as students who fail to return to Lewis & Clark at the end of their approved leave, will be withdrawn. Such students must reapply through the Office of the Registrar if they wish to return to the College of Arts and Sciences.

REQUESTING A LEAVE OF ABSENCE

- 1) Obtain a Leave of Absence form from the Office of Academic Advising (Miller 434), the Office of the Registrar, or from one of these offices' websites. Submit the completed form, including a detailed statement of why you are requesting leave, to your faculty advisor.
- 2) Meet with your faculty advisor to discuss the reasons for your request, and whether any academic work you intend to complete while on leave will fit into your overall academic plan. Obtain your advisor's signature indicating this meeting has occurred.
- 3) Return the signed form to the Office of Academic Advising. The staff will confirm that you understand the reentry procedures and have provided all necessary information.

Your signed and submitted form will be sent to the Office of the Registrar. After your form is reviewed by the Offices of the Dean of the College of Arts and Sciences and the Dean of Students, you will receive an e-mail notification regarding their decision. If you are denied a leave of absence, you may appeal the decision to the Petitions Subcommittee of the Curriculum Committee.

The Office of the Registrar contacts students during their leaves, prior to the on-campus registration period, via the students' Lewis & Clark e-mail addresses to confirm the students' intentions to return the next semester. Student must keep the Office of the Registrar apprised of their contact information and must meet all regular deadlines for registration, housing reservations, financial aid applications, and similar matters. Students are also required to contact their faculty advisors prior to registration in order to obtain approval for registration, and must meet with their faculty advisors when they return to campus. Students on leave will register on WebAdvisor during the on-campus registration period.

Before returning to Lewis & Clark, students must provide, if applicable, an official transcript of all academic work completed elsewhere during the leave of absence.

Students who wish to return to Lewis & Clark at a time other than that indicated on the original agreement, but within the two-semester maximum, must inform the Office of the Registrar in advance.

WITHDRAWAL

Semester Withdrawal Students who need to drop all courses after the semester has started will be considered completely withdrawn for that semester. All courses will appear on the transcript with a grade of W (Withdrawal). To preserve the option of returning to the College of Arts and Sciences in a future semester, students must submit a Leave

of Absence form to the Office of Academic Advising. Complete withdrawals after the 10th week of the semester require consent from each instructor. Students who fail to officially withdraw from courses they are no longer attending may receive failing grades and become ineligible to reenroll or to transfer to another institution.

Lewis & Clark's policies allow for charges to be prorated based on the date the Office of the Registrar receives written notification of withdrawal. For details, please refer to Policy of Charge Adjustment on page 261.

Permanent Withdrawal Students who wish to withdraw from Lewis & Clark permanently must obtain a Withdrawal form from the Office of the Registrar. The completed form, including a detailed statement of why the withdrawal is requested, must be submitted to the Office of the Dean of Students.

READMISSION

Students who want to return to Lewis & Clark after having left without taking an official leave of absence or who have been away from the institution for more than two semesters must apply for readmission. Information concerning readmission, including application materials and procedures, is available in the Office of the Registrar. Readmitted students are subject to Lewis & Clark requirements in effect during the year of their return.

Majors and Minors

MAJORS¹⁵

Lewis & Clark offers 28 majors. A student's major presents an opportunity to explore an area of interest in depth, to develop knowledge and skills for that particular field of inquiry, and to learn both the discipline and the satisfaction of pursuing a rigorous course of study.

Students with junior class standing or higher (61 or more completed credits) must have a declared major. Those who have not officially declared a major with the Office of the Registrar will not be allowed to register for courses in any subsequent semester.

The choice of a major does not imply the choice of career, but instead represents the base for a range of future opportunities. With careful advising and creative choice of electives, two students majoring in the same field may be preparing for quite different careers; similarly, students with nearly identical careers may have arrived there from very different majors. After graduation, some students proceed directly to graduate study or employment in the field in which they majored. Others apply the skills and knowledge gained from the major in less obvious but equally valid ways. For example, a philosophy major may choose a career in law, business education, medicine, or research; a biology major may go on in oceanography; a chemistry major may choose to work in industry or government; a history major may decide on publishing, public administration, or the broadcast media.

¹⁵ For a complete list of majors and minors offered by Lewis & Clark, see the College Profile in this catalog.

In today's economy people can expect to change careers several times. The skills of thinking and communicating and the aptitude for learning developed through a liberal arts education are more useful and adaptable than any narrowly defined vocational specialization.

A major normally constitutes approximately one-third of a student's academic program, but in no case may a student receive credit toward graduation for more than 60 semester credits in one academic department. Majors consist of a group of required and elective courses. At least 20 semester credits for the major must be taken at Lewis & Clark with a cumulative GPA of 2.000 or higher in the major. See academic department listings for major requirements. (See also Graduation Requirements.)

DOUBLE MAJORS

Students may graduate with a maximum of two majors, if they complete all requirements for each major. Where requirements for majors overlap, a student must complete at least 28 discrete semester credits in each major. In no case may students double major if they complete a student-designed major.

STUDENT-DESIGNED MAJORS

A student may propose a major focusing on a body of knowledge that has a definable character and extends beyond the bounds of existing majors or departments. The course of study for a student-designed major must be planned and submitted for approval before the major may be officially declared.

Development of a student-designed major involves selection of and consultation with a three-member faculty advisory committee, and submission of a formal proposal to the Curriculum Subcommittee on Petitions, Appeals, and Student-Designed Majors. Students are urged to begin constructing a proposal during the sophomore year, because they must initiate it no later than the first semester of the junior year. Transfer students seeking to undertake a student-designed major must follow the same timeline.

A student-designed major must consist of courses from more than one department, and must include a balance between upper- and lower-division courses and a senior-year project that integrates work in the major. The senior project can take the form of a thesis, internship, creative project, or artistic performance for which students receive 4 credits in SD 400. The total number of credits for the major should be no fewer than 40.

Students wanting to pursue a student-designed major must take the following steps:

- 1) Discuss a plan with the chair of the Curriculum Subcommittee on Petitions, Appeals, and Student-Designed Majors and faculty members who might serve on a faculty advisory committee.
- 2) Submit a statement of intent to propose a student-designed major (forms available in the Office of the Dean of the College of Arts and Sciences) no later than the third week of the semester in which the process is initiated. No proposal may be initiated later than the first

semester of the junior year (defined as the fourth semester before the student's anticipated graduation date).

3) Submit (on forms provided by the Office of the Dean of the College of Arts and Sciences) an application that includes the following: **a)** A clearly written rationale for the major, describing the integration of the disciplinary elements in detail and the focus of the proposed course of study; **b)** A brief description of the anticipated senior project; **c)** A list of courses to be completed and the sequence of study that will compose the major; and **d)** The signatures of three faculty members who approve the proposal and agree to serve as the faculty advisory committee.

4) Submit a letter of support from one member of the faculty advisory committee attesting to the student's ability to pursue an independent course of study, as well as the faculty member's preparation and willingness to guide the student's program.

The completed proposal must be filed in the Office of the Dean of the College of Arts and Sciences no later than the end of the sixth week of the semester. The proposal must be approved by the Curriculum Subcommittee on Petitions, Appeals, and Student-Designed Majors before the major can be officially declared. Approval of a student-designed major may be granted only if a student has achieved a GPA of 3.000 or higher for the previous 32 semester credits. Students undertaking a student-designed major may not double major. Students declaring a student-designed major must submit a prospectus of the senior project to the faculty advisory committee and to the Office of the Dean of the College of Arts and Sciences in the semester prior to registering for the project.

Honors Students completing a student-designed major may receive honors upon graduation if they have a GPA of 3.500 and if the faculty advisory committee judges the senior project worthy of honors.

MINORS¹⁵

At Lewis & Clark students are expected to devote roughly one-third of their studies to fulfilling major requirements and one-third to General Education requirements. This leaves one-third available for electives.

Some students choose to coordinate their choice of elective courses in order to complete requirements for a minor. A minor represents a clearly defined set of courses identifying a secondary area of expertise. The student may opt for a minor that complements the major or one that is seemingly unrelated to the major. Some overlap is permitted, with courses counting toward both the major and the minor, but a minimum of 12 semester credits must be discrete to the minor (i.e., may not be used in any other set of major or minor requirements). Students must also maintain a cumulative GPA of 2.000 or higher in minor courses.

Minors consist of a group of required and elective courses. At least 12 semester credits for the minor must be taken at Lewis & Clark. Minors are offered through a department, program, or curriculum;

¹⁵ For a complete list of majors and minors offered by Lewis & Clark, see the College Profile in this catalog.

some are interdisciplinary. See departmental listings for minor requirements.

Students declare a minor on a form available from the Office of the Registrar. Department chairs are responsible for verifying the completion of a student's minor on a Minor Verification Form, available in the Office of the Registrar. No more than two minors may be recorded on a student's transcript.

Modification of Requirements

Students may petition to have an academic requirement waived or modified. Before submitting a petition, a student should meet with his or her advisor and/or the Office of the Registrar to consider ways of fulfilling the requirement without the need for modification. If that is not possible, the student may obtain a petition form from the Office of the Registrar. A faculty committee reviews the petition and approves or denies the request.

Veterans

Lewis & Clark is required by law to report to the Veterans Administration any undergraduate veteran student who remains on academic probation for more than two semesters.

In addition, Lewis & Clark must inform the Veterans Administration if a veteran is suspended from the institution for academic dishonesty.

Academic English Studies

DIRECTOR: JOANN M. GEDDES

Lewis & Clark College instituted a program of English language study for nonnative speakers of English in 1972. Formerly known as the Institute for the Study of American Language and Culture (ISALC), this program is now Academic English Studies (AES). AES offers nonnative speakers the opportunity to enroll in intermediate and advanced English language courses. Students may take a full-time schedule of language courses. They may also take AES courses for credit while enrolled in a degree program or a term of overseas study.

PROGRAM OF STUDY

AES is dedicated to fostering a diverse community of highly qualified learners within the undergraduate college. The program's mission is to provide intermediate and advanced instruction in English as a foreign language for nonnative speakers. Sociocultural objectives are reflected in classroom practices designed to assist students in developing cross-cultural awareness and in improving multicultural relations. Students learn how to communicate fluently and effectively in an academic setting. Through content-based language courses, they are exposed to major assumptions, knowledge, and approaches encountered within a liberal arts institution. Courses emphasize meaning and process, while providing the framework for language instruction. Students read a wide variety of unadapted texts and sources, recognize and develop different writing styles and rhetorical patterns, engage in in-depth research, and develop complex analytical and critical problem-solving skills in English.

ADMISSION

AES offers English courses to all Lewis & Clark students who are nonnative speakers. Placement in AES courses is determined by a proficiency exam administered when those students arrive on campus. The low intermediate courses, AES 101 through AES 106, may not be counted toward graduation from Lewis & Clark. However, students may apply up to 24 elective credits earned in AES 110 and above toward the 128 credits required for graduation. For more information on the undergraduate admission process for international students, see International Student Admission in this catalog.

COSTS

For information regarding AES program fees, Lewis & Clark's withdrawal policies, and other financial matters, please refer to the Costs section in this catalog.

FACULTY

Deborah Anholt, instructor.

Joann M. Geddes, director, instructor.

Julie Vorholt-Alcorn, instructor.

Christine Wallin, instructor.

Norman Yoshida, instructor.

101 INTERMEDIATE READING FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study with a focus on reading strategies, vocabulary expansion, and critical thinking through intensive reading exercises and extensive reading of adapted literary sources. Emphasis on reading speed, accuracy, fluency, general comprehension.

Prerequisite: Placement exam.

Taught: Each semester, 4 semester credits. May be taken twice for credit.

102 INTERMEDIATE WRITING FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study with a focus on sentence and paragraph structure. Sentence variety, topic sentences, punctuation, grammar, drafting, and process writing emphasized. Introduction to a variety of rhetorical patterns.

Prerequisite: Placement exam.

Taught: Each semester, 4 semester credits. May be taken twice for credit.

103 INTERMEDIATE COMMUNICATION SKILLS FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study with a focus on development of listening and speaking skills. Designed to complement other AES courses at the 100 level.

Topics of conversation and sources of new vocabulary, idioms, and sentence patterns are taken from texts, newspapers, magazines, audio-visual materials.

Prerequisite: Placement exam.

Taught: Each semester, 4 semester credits. May be taken twice for credit.

105, 106 INTERMEDIATE CONTENT-BASED TOPICS FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language instruction topics, which vary from semester to semester. Topics include the English of math, the English of the social sciences, the English of sociology and anthropology, the English of science: biology or ecology (global warming), the English of economics, the English of international affairs (globalization). Duration: half-semester. Students take two modular courses each term.

Prerequisite: Placement exam.

Taught: Annually, each half-semester, 2 semester credits. May be taken twice for credit.

110 HIGH INTERMEDIATE READING FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study with a focus on reading strategies, vocabulary-building skills, and critical thinking through intensive and some extensive reading. Analysis of grammatical and rhetorical patterns encountered in adapted and unadapted texts.

Prerequisite: Placement exam.

Taught: Annually, 4 semester credits.

120 HIGH INTERMEDIATE WRITING FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study with a focus on paragraph and essay structure, developing grammatical competence and idiomatic usage, and appropriate writing and formatting conventions. Introduction to library research skills, including databases, reference materials, and the Internet; documentation and issues of academic integrity. Formal research paper and oral presentation required.

Prerequisite: Placement exam.

Taught: Annually, 4 semester credits.

130 HIGH INTERMEDIATE COMMUNICATION SKILLS FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study with a focus on development of academic note-taking and listening skills, vocabulary, and extensive oral work. Structured undergraduate academic class observations. Community contact through service-learning projects required.

Prerequisite: Placement exam.

Taught: Annually, 4 semester credits.

150, 151 HIGH INTERMEDIATE CONTENT-BASED TOPICS FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language instruction topics, which vary from semester to semester. Topics include computer applications, environmental issues, U.S. culture, current events. Duration: half-semester. Students take two modular courses each term.

Prerequisite: Placement exam.

Taught: Annually, each half-semester, 2 semester credits. May be taken twice for credit with change of topic.

210 ADVANCED READING FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study based on unadapted readings of cultural and academic interest, fiction, and nonfiction. Focus on reading strategies, critical reading and thinking skills, as well as vocabulary acquisition skills and increased reading speed.

Prerequisite: Completion of Academic English Studies 110 or placement exam.

Taught: Each semester, 4 semester credits.

221, 222 ADVANCED WRITING FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English language study with extensive practice in academic writing. Emphasis is on developing a wide variety of sentence types and rhetorical patterns; appropriate writing and formatting conventions, particularly as they relate to research (i.e., citations, documentation, databases, Internet resources, other reference materials); issues of academic integrity. Includes a comprehensive review of grammar, punctuation, mechanics, spelling.

Prerequisite: Completion of Academic English Studies 120 or placement exam.

Taught: Each semester, 4 semester credits. May be taken twice for credit.

230 ADVANCED SPEECH COMMUNICATION FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: Advanced English language study with a focus on the development of small-group and public speaking skills. Introduction of practical speech communication principles, rhetorical styles, and critical listening requirements for successful interaction in the classroom.

Prerequisite: Completion of Academic English Studies 130 or placement exam.

Taught: Annually, 4 semester credits.

240 SEMINAR FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: Advanced English language study with a focus on a specific academic subject. Seminar format drawing upon all language skills through lectures, small-group discussions, presentations, projects, and research, culminating in a formal paper and oral presentation.

Prerequisite: Completion of Academic English Studies 130 or placement exam.

Taught: Each semester, 4 semester credits. May be taken twice for credit with change of topic.

244 PRACTICUM

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: Opportunities for well-prepared students to apply English language training to practical work in the private or public sector. Specific activities vary, usually involving work with a public agency or private group. Students must consult the faculty supervisor about the program prior to enrolling, submit a weekly e-mail journal, and write a final report on the practicum experience.

This course is not available to AES-only students. Federal authorization is required for curricular practical training for international students.

Prerequisite: Academic English Studies 120 or 220.

Taught: Annually, 1-4 semester credits.

250, 251 ADVANCED CONTENT-BASED TOPICS FOR NONNATIVE SPEAKERS

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: English instruction on an academic topic, which varies from semester to semester. Topics include media, information technology, controversial issues, linguistics, and literature. Development of analytical, critical thinking, and problem-solving skills. Duration: half-semester. Students take two modular courses each term.

Prerequisite: Completion of Academic English Studies 150 and 151 or placement exam.

Taught: Each half-semester, 2 semester credits. May be taken twice for credit with change of topic.

260 INTRODUCTION TO MODES OF INQUIRY

Anholt, Geddes, Vorholt-Alcorn, Wallin, Yoshida

Content: Requires full participation in undergraduate class. Focus on note-taking, aural comprehension, and application of language skills required to succeed in an academic setting. Weekly meetings with audit supervisor to synthesize course content.

Prerequisite: Consent of instructor.

Taught: Each semester, 4 semester credits.

Art

CHAIR: BENJAMIN DAVID

The Department of Art offers a curriculum that is equally appropriate for those who plan serious careers in studio art or art history and for those who want to expand their knowledge of the visual world.

Students majoring in studio art or in art history acquire the background required to attend graduate school or to become professional artists. Students develop the creative and critical skills necessary to pursue a life of making art or to undertake a life of scholarship and teaching. Students are also well prepared for careers in gallery, museum, and arts administration.

THE MAJOR PROGRAMS

The department offers two majors: studio art and art history. Students are not permitted to double-major in studio art and art history.

Students majoring in studio art must choose a medium in which to specialize. Studio areas are ceramics, drawing, painting, photography, and sculpture. Because an introductory-level studio course is fundamental to more advanced work, the department encourages studio art majors to take Art 102 (Two-Dimensional Foundations) or 103 (Three-Dimensional Foundations) in their

first year and before taking any other 100-level courses. Majors are required to take Art 102 or 103 no later than the end of their sophomore year. To allow for the planning required in the junior and senior years of the art studio major, students must declare the major and select a faculty advisor by the end of their sophomore year. Art studio majors must present examples of their work, including foundation work, for review to the entire department faculty at the end of the sophomore year or the beginning of the junior year. Before beginning work on the required senior project, art studio majors must complete at least two semesters of work in their chosen medium in addition to Art 102 or 103.

Art history majors must take a variety of courses in different areas and complete one of the relevant introductory-level prerequisites before undertaking more advanced work. Art history majors are encouraged to take History 300 before taking Senior Seminar.

Studio Art

102 Two-Dimensional Foundations
 103 Three-Dimensional Foundations
 113 Sculpture I
 213 Sculpture II
 313 Sculpture III
 115 Drawing I
 215 Drawing II
 315 Drawing III
 116 Ceramics I
 216 Ceramics II
 316 Ceramics III
 117 Painting I
 217 Painting II
 317 Painting III
 120 Photography I
 220 Photography II
 221 Alternative Photographic Processes
 222 Digital Photography
 227 Special Topics in Studio Art
 320 Photography III
 321 Advanced Alternative Photographic Processes
 411 Senior Seminar
 490A and 490B Senior Project: Studio
 499 Independent Study

Art History

101 History of Western Art: Ancient to Medieval
 111 History of Western Art: Renaissance to 20th Century
 152 History of East Asian Art: China
 153 History of East Asian Art: Japan and Korea
 201 Modern European Art
 207 Pre-Columbian Art
 254 History of Buddhist Art
 256 Modern and Contemporary Chinese Art
 302 History of Photography
 304 History of American Art
 305 Early Renaissance Art and Architecture
 306 High Renaissance Art and Architecture
 309 Art of New York
 333 Dante and the Visual Arts
 355 Early Modern Art in Asia and Europe

401 Art After 1945
 451 Special Topics in Art History
 493 Senior Project: Art History
 499 Independent Study

MAJOR REQUIREMENTS: STUDIO ART

A minimum of 44 semester credits, distributed as follows:

- 1) Three courses, 12 semester credits, in art history: one from Art 101 or 111, one from 152 or 153, and at least one art history course at the 200 level or higher.
- 2) One course in 2-D or 3-D basic design to be taken before the junior year: Art 102 or 103.
- 3) One course in drawing or painting: Art 115 or 117.
- 4) One course in sculpture or ceramics: Art 113 or 116.
- 5) Senior seminar: Art 411.
- 6) Senior project: Art 490A and Art 490B.
- 7) Three elective courses in studio art.

MAJOR REQUIREMENTS: ART HISTORY

A minimum of 44 semester credits, distributed as follows:

- 1) Any three courses from the following list: Art 101, 111, 152, 153, or 207.
- 2) Any two studio courses.
- 3) One course from the following list: History 300, Sociology/Anthropology 245, or Philosophy 203.
- 4) Four elective courses in art history, at least two of which must be at the 300 or 400 level, and at least one of which must be in East Asian art or pre-Columbian art at the 200 level or higher.
- 5) Senior seminar: Art 493. Must be taken in the fall semester before graduation.

MINOR REQUIREMENTS: ART AND ART HISTORY

A minimum of 24 semester credits (six courses), distributed as follows:

- 1) Two courses in art history: one from Art 101 or 111, and one from Art 152, 153, or 207.
- 2) One course in 2-D studio art: Art 102, 115, 117, or 120.
- 3) One course in 3-D studio art: Art 103, 113, or 116.
- 4) Two elective courses in studio art or art history.

Students majoring in art or art history may not minor in these disciplines.

HONORS PROGRAM

All honors students must have a 3.500 GPA overall.

After the Senior Art Exhibition, honors in studio art are awarded to those students whose final projects are judged by the department faculty to be of superior quality.

In art history, faculty may nominate students for honors on the basis of exceptional work in the major. Students who accept nomination may undertake an honors thesis by expanding the senior seminar paper. The completed project is evaluated by a three-member faculty committee, which includes the student's faculty supervisor. Projects deemed worthy earn the award of honors on graduation.

RESOURCES FOR NONMAJORS

Most art courses are available to nonmajors, and the art and art history minor is exclusively for nonmajors. Students without previous exposure to art history or studio art should begin with any of the 100-level art history or art studio courses. These introductory courses may be taken in any sequence.

FACILITIES

The Fred W. Fields Center for the Visual Arts houses student gallery space, painting and drawing studios, graphic design area, photography lab, ceramics and sculpture studios, a large classroom, and conference rooms. Art studio and art history classes frequently visit exhibitions at local art galleries and use the facilities and collections of the Portland Art Museum. Students also make use of the Ronna and Eric Hoffman Gallery of Contemporary Art across the Alumni Circle from the Fields Center. The year-end show of senior projects is held there each spring.

FACULTY

Debra Beers, senior lecturer. Drawing.

Benjamin David, associate professor. Late Medieval and Italian Renaissance art history.

Matthew Johnston, assistant professor. Modern art history.

Robert Miller, senior lecturer. Photography.

Dawn Odell, assistant professor. Early modern East Asian and European art history.

Mike Rathbun, visiting assistant professor. Sculpture.

Cara Tomlinson, assistant professor. Painting.

Theodore W. Vogel, assistant professor. Ceramic sculpture.

Heather Watkins, visiting assistant professor. Foundations.

101 HISTORY OF WESTERN ART: ANCIENT TO MEDIEVAL

David, Johnston

Content: Painting, sculpture, and architecture from the ancient world through the Middle Ages. Offers a sociohistorical and interdisciplinary perspective, situates key monuments in a variety of contexts: the role of art in religious practices, power and politics, and the relations of literary and visual culture. Exploration of themes and skills essential to art historical analysis.

Prerequisite: None.

Taught: Annually, 4 semester credits.

102 TWO-DIMENSIONAL FOUNDATIONS

Watkins

Content: Studio course that introduces fundamental principles and elements of design, which are essential for all disciplines of two-dimensional art. Vocabulary of composition emphasized through practice, theory, and critical analysis with reference to historical and contemporary art. Complex problem-solving skills mastered through the implementation of various black-and-white and color media.

Prerequisite: None.

Taught: Annually, 4 semester credits.

103 THREE-DIMENSIONAL FOUNDATIONS

Watkins

Content: Studio course that introduces fundamental elements of design and their progression from no dimension to at least three dimensions. Consideration of these elements as tools for giving thoughts and ideas physical existence. Recognition, manipulation, and organization of visual elements and gaining skills in critiquing these processes. Understanding and interaction with material and space, and gaining an appreciation of materials as a realm for problem solving and decision making.

Prerequisite: None.

Taught: Annually, 4 semester credits.

111 HISTORY OF WESTERN ART: RENAISSANCE TO 20TH CENTURY

David, Johnston

Content: Painting, sculpture, and architecture from the beginnings of the Renaissance to the 20th century. Offers a sociohistorical and interdisciplinary perspective, situates key monuments in a variety of contexts: the role of art in religious practices, in the rise of the social status of the artist, in power and politics, and in representations of gender. Exploration of themes and skills essential to art historical analysis.

Prerequisite: None.

Taught: Annually, 4 semester credits.

113 SCULPTURE I

Rathbun

Content: Three-dimensional form explored through a variety of media and techniques—wood, stone, plaster, metal, assemblage. Short exercises to suggest the possibilities and complexities of three-dimensional form, followed by more complex techniques and materials.

Prerequisite: None.

Taught: Annually, 4 semester credits.

115 DRAWING I

Beers

Content: Working from a variety of subject matter, students develop hand-eye coordination, and the ability to see and organize drawings. Various materials and concepts are explored through line, shape, value, gesture, texture, composition.

Prerequisite: None.

Taught: Annually, 4 semester credits.

116 CERAMICS I

Vogel

Content: Ideas and basic techniques exploring clay as an art material: pinch, coil, slab, modular construction, and wheel throwing, with focus on nonfunctional art. Introduction to glaze techniques, kiln loading, firing, and basic concepts of three-dimensional design. The aesthetics of form, visual thinking, the history of ceramics.

Prerequisite: None.

Taught: Annually, 4 semester credits.

117 PAINTING I

Tomlinson

Content: Fundamentals of using oil paints in a representational and abstract manner. Emphasis on gaining technical proficiency with color and paint handling, finding self-direction, and identifying precedents in the history of painting. Topics explored include representation, abstraction, postmodernism, collage. Students will develop and use critical language that addresses the inherent issues in painting.

Prerequisite: None.

Taught: Annually, 4 semester credits.

120 PHOTOGRAPHY I

Miller

Content: Photographic equipment, materials, processes, philosophy. Experimenting with paper and film, small camera operation, roll-film processing, enlarging, finishing, mounting. Fundamental principles and elements of design, historical and contemporary trends, development of individual expression.

Prerequisite: None. Students must have a 35mm film camera.

Taught: Annually, 4 semester credits.

152 HISTORY OF EAST ASIAN ART: CHINA

Odell

Content: Painting, sculpture, and architecture of China from the Neolithic period to the present day.

Prerequisite: None.

Taught: Annually, 4 semester credits.

153: HISTORY OF EAST ASIAN ART: JAPAN AND KOREA

Odell

Content: Painting, sculpture, and architecture Japan and Korea from the Neolithic period to the present day.

Prerequisite: None.

Taught: Annually, 4 semester credits.

201 MODERN EUROPEAN ART

Johnston

Content: Developments in the European tradition, 1860 to 1940, that culminate in experiments in abstraction in Europe at the beginning of the 20th century. Realism, impressionism, postimpressionism, expressionism, fauvism, cubism, dada, surrealism.

Prerequisite: None. Art 111 recommended.

Taught: Alternate years, 4 semester credits.

207 PRE-COLUMBIAN ART

Johnston

Content: Overview of the art of the Aztec, Maya, and Inca civilizations, other major early Central and South American cultures. Examination of architecture, sculpture, ceramics, painting; how the arts played a key role in developing a sense of continuity within these societies across time and distance.

Prerequisites: Core 106 and 107.

Taught: Alternate years, 4 semester credits.

213 SCULPTURE II

Rathbun

Content: Advanced assignments in specific materials. Focus is on creating a limited number of projects displaying advanced conceptual and technical proficiency.

Prerequisite: Art 113.

Taught: Annually, 4 semester credits.

215 DRAWING II

Beers

Content: Further development of drawing skills to communicate complex structural and conceptual problems. Advanced control over the major facets of drawing through experimentation with diverse drawing materials and contexts related primarily to the human figure.

Prerequisite: Art 115.

Taught: Annually, 4 semester credits.

216 CERAMICS II

Vogel

Content: Intermediate study of clay and its properties as an art material. Students may pursue handbuilding, wheel throwing, glazing techniques, and kiln firing, with focus on nonfunctional art. Emphasis on design, form, visual thinking.

Prerequisite: Art 116.

Taught: Annually, 4 semester credits.

217 PAINTING II

Tomlinson

Content: Consideration of directed questions and topics in painting. Students develop a body of work while clarifying personal sensibilities to subject matter, identifying sources pertinent to their subject, strengthening technique and material knowledge, understanding their personal working process, expanding their critical language.

Prerequisite: Art 117.

Taught: Annually, 4 semester credits.

220 PHOTOGRAPHY II

Miller

Content: Emphasis on the relationship between exposure, film development, and finished print. Exploration of other film formats, scale, and refinement of the print to develop a consistent portfolio of finished work. Techniques and concepts address historical and contemporary issues. Introduction to color and digital photography.

Prerequisite: Art 120 or consent of instructor. Students must have a 35mm or larger film camera.

Taught: Annually, 4 semester credits.

221 ALTERNATIVE PHOTOGRAPHIC PROCESSES

Staff

Content: Introducing the intermediate student to nonsilver photographic processes, with emphasis on combining a variety of media to form one-of-a-kind photo-based images. Historical and contemporary trends.

Prerequisite: Art 120 or consent of instructor.

Taught: Alternate years, 4 semester credits. May be taken twice for credit.

222 DIGITAL PHOTOGRAPHY

Staff

Content: Introduction to contemporary art photography produced through digital imaging. Emphasis on the integration of composition, subject, concept and text manipulation, and output. Basic technical skills of digital software and application of them in creation of digital artwork. Techniques and concepts studied and practiced through lectures, readings, assignments, and critical analyses that address contemporary issues in the digital arts. Experience on Macintosh computers desirable.

Prerequisite: Art 120 or consent of instructor.

Taught: Alternate years, 4 semester credits.

227 SPECIAL TOPICS IN STUDIO ART

Content: Select and study a topic or medium in studio art that is not addressed in the currently listed courses.

Prerequisite: 100-level studio course.

Taught: Alternate years.

254 HISTORY OF BUDDHIST ART

Odell

Content: The artistic tradition engendered by the Buddhist faith as it originated in India and migrated to China, Japan, and Korea. Discussions of architecture, sculpture, painting, and illustrated books documenting transformations in Buddhist doctrine. European responses to Buddhism in the period of colonization.

Prerequisite: None. Course in art history or East Asian studies recommended.

Taught: Alternate years, 4 semester credits.

256 MODERN AND CONTEMPORARY CHINESE ART

Odell

Content: Key movements and artists in China and the Chinese diaspora from the 19th century through today. Exploration of “Chinese” cultural identity as expressed in global economies of art production and performance.

Consideration of painting, prints, calligraphy, photography, and sculpture, as well as mixed-media installations, performance art, video, and Web-based art.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

304 HISTORY OF AMERICAN ART

Johnston

Content: American art and architecture from the colonial period until the Great Depression. Cultural traits revealed through various art forms.

Prerequisite: Art 111 or consent of instructor.

Taught: Alternate years, 4 semester credits.

305 EARLY RENAISSANCE ART AND ARCHITECTURE

David

Content: Advanced introduction to the art of the early Italian Renaissance. Consideration of key works of painting, sculpture, and architecture from 1230 to 1500. Examination of the role of narrative painting, the relationship of art to the intellectual movement of Renaissance humanism, representations of gender and sexuality, Renaissance color theory.

Prerequisite: Art 101 or 111 or consent of instructor.

Taught: Alternate years, 4 semester credits.

306 HIGH RENAISSANCE ART AND ARCHITECTURE

David

Content: Examination of the art of 16th-century Italy. Special attention given to the works of Leonardo, Raphael, Michelangelo, Titian, and to the artists associated with “mannerism,” which will be explored as a period and a concept. Consideration of themes including working practices, the changing social status of the artist, developments in artistic theory, the cultural engagement with classical antiquity, the crisis in religious art in the context of the Reformation, controversies of conservation (for example, the cleaning of the Sistine Chapel), different articulations of visual narrative.

Prerequisite: Art 101 or 111.

Taught: Alternate years, 4 semester credits.

307 HISTORY OF PHOTOGRAPHY

Johnston

Content: The history of photography from its invention through contemporary practice. Major technical developments, changes in perceptions of the social role, and meaning of the photographic image. Examination of the manner in which photography has served as a tool for creating art in other media, the

nature of its documentary status, and what kind of unique aesthetic experience it provides on its own.

Prerequisite: Art 111.

Taught: Alternate years, 4 semester credits.

309 ART OF NEW YORK

Staff

Content: Art and art history through the cultural resources of New York City. Exploration of how art gets made, how it reaches the public, and the process of its interpretation and display. Art majors may participate in the New York program only during their sophomore or junior year, because they must be on campus during the senior year.

Prerequisite: Art 111 or 201 or consent of instructor.

Taught: Annually, on New York program, 4 semester credits. Taught in New York.

313 SCULPTURE III

Rathbun

Content: Projects designed by the student in consultation with the instructor. In-depth exploration of advanced technical and aesthetic problems of students' choice.

Prerequisite: Art 213.

Taught: Annually, 4 semester credits. May be taken twice for credit.

315 DRAWING III

Beers

Content: Advanced exploration of drawing, including nontraditional means and contemporary practices in the field.

Prerequisite: Art 215.

Taught: Annually, 4 semester credits. May be taken twice for credit.

316 CERAMICS III

Vogel

Content: Advanced aesthetic, technical, and conceptual problems in clay.

Prerequisite: Art 216.

Taught: Annually, 4 semester credits. May be taken twice for credit.

317 PAINTING III

Tomlinson

Content: Development of a significant informed body of work through advanced problems and self-directed study.

Prerequisite: Art 217.

Taught: Annually, 4 semester credits. May be taken twice for credit.

320 PHOTOGRAPHY III

Miller

Content: The interrelation of subject matter, concept, and technique. Experimentation with aesthetic and technical considerations including camera formats, scale, sequence, color or alternative processes, portfolio presentation.

Prerequisite: Art 220. Students must have a 35mm or larger film camera.

Taught: Annually, 4 semester credits. May be taken twice for credit.

321 ADVANCED ALTERNATIVE PHOTOGRAPHIC PROCESSES

Staff

Content: Introducing the advanced student to nonsilver photographic processes, with emphasis on combining a variety of media to form one-of-a-kind photo-based images. Historical and contemporary trends.

Prerequisite: Art 221.

Taught: Alternate years, 4 semester credits. May be taken twice for credit.

333 DANTE AND THE VISUAL ARTS

David

Content: Dante's *Divine Comedy* and visualizations of the poem created in a variety of media from the 14th century to the present. Exploration of how Dante's poetry was influenced by the art and visual culture of his time, and how artists such as Botticelli, Michelangelo, Blake, Delacroix, Ingres, Rodin, and Rauschenberg have engaged the complex world Dante created. Examination of contemporary film and popular culture as well as high art. Consideration of the implications of Dante's concept of "visible speech."

Prerequisites: Core 106 and 107.

Taught: Alternate years, 4 semester credits.

355 EARLY MODERN ART IN ASIA AND EUROPE

Odell

Content: Comparative analysis of developments in East Asian and European art of the 17th and early 18th centuries. Emphasis on the exchange of artistic influence through global trade, religious missions, diplomacy, war. Examination of oil and ink painting, calligraphy, sculpture, prints, and objects of the "China Trade," including ceramics, lacquer, textiles.

Prerequisite: Art 152, 153, or 111.

Taught: Alternate years, 4 semester credits.

356 THE ART OF THE PRINT IN EARLY MODERN EAST ASIA

Odell

Content: The study of prints as objects of everyday use in early modern Japan and China, with an emphasis on how printed pictures circulated and inculcated norms and normative practices in urban milieux.

Prerequisite: Art 152 or 153.

Taught: Alternate years, 4 semester credits.

401 ART AFTER 1945

David, Johnston

Content: Art and art criticism from 1945 to the present, facilitated through exploration of current work, museums, galleries.

Prerequisite: Art 111 or 201.

Taught: Alternate years, 4 semester credits.

411 SENIOR SEMINAR: STUDIO

Tomlinson

Content: Examination of critical issues in contemporary art for developing artists. Practical and theoretical questions artists face today: how art is defined and understood (or misunderstood) in our culture, varieties of theoretical practices, and the artist's relation to the institutions of art.

Prerequisite: Art majors with senior standing.

Taught: Annually, during fall semester only, 4 semester credits.

451 SPECIAL TOPICS IN ART HISTORY

David, Johnston, Odell

Content: Reading and critical analysis organized around themes or problems in art history. Focus varies depending on instructors teaching and research areas.

Prerequisite: One 100- or 200-level art history course or consent of instructor.

Taught: Annually, 4 semester credits. May be taken twice for credit.

490A SENIOR PROJECT: STUDIO

Beers, Miller, Rathbun, Tomlinson, Vogel, Watkins

Content: Independent project in student's area of specialization, culminating in an in-depth series of artwork.

Prerequisites: Senior standing. Declared art majors who have completed at least two courses in their area of specialization. Consent of advisor. Students must spend both semesters of their senior year on campus. Students must contact their advisors in the spring of their junior year to discuss their senior projects.

Taught: Annually, during fall semester only, 2 semester credits.

490B SENIOR PROJECT: STUDIO

Beers, Miller, Rathbun, Tomlinson, Vogel, Watkins

Content: Independent project in student's area of specialization, culminating in an in-depth series of artwork.

Prerequisite: Art 490A. Students must spend both semesters of their senior year on campus.

Taught: Annually, during spring semester only, 2 semester credits.

493 SENIOR PROJECT: ART HISTORY

David, Johnston, Odell

Content: Advanced research seminar and introduction to theoretical problems and perspectives central to art historical analysis. Exploration of themes, tools, and important issues in the field, including formalism, style, iconography, historiography, authorship, "offensive" art, narrative, gender, mechanical and digital reproduction, structuralism, and poststructuralism. Investigation of key problems and differences of opinion in the discipline. Development of skills essential to the practices of art history: writing, researching, oral presentation, intellectual dialogue. Culminates in a 40-minute oral presentation and a 25-page thesis.

Prerequisites: Three of the following five: Art 101, 111, 152, 153, or 207. Two upper-division art history courses. History 300 strongly recommended.

Taught: Annually, 4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Independent projects designed in consultation with department faculty.

Prerequisite: The 300-level course in the medium or art historical period.

Taught: Annually, 2-4 semester credits.

Biochemistry and Molecular Biology

CHAIR: JANIS E. LOCHNER

The molecular logic of living organisms is the focus of this major. Biochemists and molecular biologists study how the collection of molecules within the cell interact to maintain and perpetuate life. The biochemistry/molecular biology major at Lewis & Clark provides students with an opportunity to pursue an interdisciplinary course of study that follows the guidelines of the American Society for Biochemistry and Molecular Biology. Students majoring in biochemistry/molecular biology devote their first years of study to mastering the basic tenets of calculus, physics, genetics, and chemistry. Upper-division coursework exposes students to current research in biochemistry and cellular and molecular biology.

The distinctive character of our program derives from the curricular goals that shape it. Faculty associated with the biochemistry/molecular biology program are proponents of a lab-rich, investigative education for undergraduates in the sciences. Opportunities for scientific inquiry are woven into the laboratory curriculum and prepare the student ultimately to undertake collaborative research projects with the faculty. To foster the ability of our students to engage

independently in the scientific process, we devote class time to critically reading the primary literature. In our laboratory courses, students participate in selecting and designing their experiments. The curriculum is constructed to engage students in the scientific process and thereby facilitate the development of reflective judgment and problem-solving skills.

Students majoring in biochemistry/molecular biology are guided by sponsoring faculty from both the biology and chemistry departments. The major prepares students for careers in biomedical research, biotechnology, and genetic engineering. It is especially suitable for students seeking admission to medical or dental schools, or to graduate programs in biochemistry, cell or molecular biology, or genetics. Students majoring in biochemistry/molecular biology may not minor in biology or chemistry.

MAJOR REQUIREMENTS

A minimum of 54 semester credits in biology and chemistry (11 semester credits of which are granted for associated laboratory work), plus courses in mathematics and physics, distributed as follows:

- 1) Biology 151, 311, 312, 361, and one elective from Biology 200, 320, 412, 422, or 462.
- 2) Chemistry 110 and 120.
- 3) Chemistry 210, 220, 310, 330, 335, and 336.
- 4) Mathematics 131 and 132.
- 5) Physics 141, 142, 171, and 172.
- 6) Honors students must complete Biochemistry/Molecular Biology 410.

HONORS

Biochemistry/molecular biology majors who have distinguished themselves academically (GPA of 3.500 or higher in the major and overall), have completed either Biology 312 or Chemistry 336, and have some prior research experience are invited in the spring of their junior year to participate in the senior thesis program. If they accept the invitation, students work with a faculty advisor to develop a research project, which must be approved by faculty overseeing the biochemistry/molecular biology major. Students carry out the experimental work in their senior year, then prepare a written thesis and orally defend the thesis during spring semester. Those whose thesis is deemed meritorious receive honors in biochemistry on graduation.

SPONSORING FACULTY

Greg J. Hermann, associate professor of biology.

Louis Y. Kuo, professor of chemistry.

Janis E. Lochner, Dr. Robert B. Pamplin Jr. Professor of Science.

Deborah E. Lycan, professor of biology.

C. Gary Reiness, professor of biology.

410 BIOCHEMISTRY/MOLECULAR BIOLOGY SEMINAR

Staff

Content: Select topics in biochemistry and molecular biology. Students attend seminars of invited outside researchers and prepare an oral seminar on their own research or on a critical analysis of a relevant research publication.

Prerequisites: Chemistry 330 and 335. Biology 311.

Taught: Annually, 1 semester credit.

496 BIOCHEMISTRY/MOLECULAR BIOLOGY SENIOR RESEARCH

Staff

Content: In-depth laboratory inquiry into a question relevant to biochemistry/molecular biology. Students develop a thesis proposal in association with a

faculty mentor, conduct extensive experimental work to address their hypothesis, and present their analysis of their findings in a written thesis.

Prerequisite: By invitation only.

Taught: Annually, 4 semester credits each semester of the senior year.

499 INDEPENDENT STUDY

Staff

Content: Participation in a faculty-supervised research project at Lewis & Clark or another research institution. Further information available from biochemistry/molecular biology program faculty members.

Prerequisite: Approval of project proposal by program and supervising faculty member.

Taught: Each semester, 2-4 semester credits.

Biology

CHAIR: KENNETH E. CLIFTON

Biologists examine life on our planet from many different perspectives, from molecules to ecosystems. At Lewis & Clark, students explore the many facets of biological science through a diverse and innovative curriculum that encourages original thinking and provides hands-on experience at all levels of biological inquiry. From their first course, biology majors are immersed in the process of discovery, developing the skills of logical problem-solving and rigorous methodology that characterize modern scientific investigation. Students are not only introduced to facts, but to the theoretical underpinnings that define a particular topic and its relevance in today's world. Thus, graduates leave the program prepared for a variety of careers. Some pursue graduate studies and go on to become researchers, teachers, or health professionals. Others enter careers in law, journalism, education, or business. The concern of many majors for the health of our planet leads them to environmental careers in academia or with governmental agencies, businesses, or private foundations.

The faculty in the Department of Biology believe strongly in the value of learning through experience, and most courses include laboratory sections that support students as they develop their own investigations.

Students are encouraged to spend at least one summer gaining research experience, either by working with a Lewis & Clark faculty member or through one of the many available research internship programs at laboratories and field stations throughout the country.

THE MAJOR PROGRAM

The biology curriculum at Lewis & Clark is built around a core of three investigative courses, each of which offers an opportunity for students to learn in depth about one important way in which biologists study living organisms. These three courses focus on ecology and environmental science, genetics and evolutionary biology, and cellular and molecular biology. By delving in depth into particular subdisciplines of biology, students can pose and answer questions about living systems—begin to function as biologists—very early in their college careers. In addition to the core courses in biology, majors are expected to complete at least a year's study of chemistry and a college-level course in calculus, computer science, or statistics because biology draws on the techniques and knowledge from these other scientific disciplines. Students complete the major by choosing, with the help of their faculty advisors, the upper-division courses in biology that best serve their personal interests.

MAJOR REQUIREMENTS

A minimum of 43 semester credits in biology, plus courses in chemistry and mathematics, distributed as follows:

- 1) Biology 141, 151, and 200.
- 2) Six additional courses, at least four of which must have a laboratory component, at least four of which must be at the 300 or 400 level, and at least four of which must be taken at Lewis & Clark. One of the lab courses may be the senior thesis or Chemistry 330 and 336, or 335 and 336. Chemistry 330 may be substituted for one of the nonlab biology courses toward meeting this requirement.
- 3) Chemistry 110 and 120.
- 4) Mathematics 131, Computer Science 171, Psychology 200, or Mathematics 255.

Note: Majors are strongly encouraged to take additional courses in chemistry, mathematics and computer science, and physics.

SPECIAL PROGRAMS

Biology majors may participate in research programs with biology faculty at Lewis & Clark or with research professionals at other local institutions. These opportunities are available to students who have a strong academic record. Two semester credits may be earned as a practicum (Biology 244) if the student works under the close guidance of a faculty member; up to 4 hours per semester may be earned for independent study (Biology 499) if the student has sufficient familiarity with research to work fairly independently on the design, execution, and interpretation of experiments.

For students with interests linking biology with other disciplines, two interdisciplinary majors are available: in biochemistry/molecular biology and in environmental studies. Both programs are described elsewhere in this catalog.

HONORS

Biology majors who have distinguished themselves academically (GPA of at least 3.500 in the major and overall) are eligible to participate in the honors program. In the spring of their junior year, students work with a faculty advisor to develop a research proposal, which must be approved by the department. Students carry out the experimental work in their senior year, preparing a written thesis and an oral presentation for the faculty during spring semester. The senior thesis may be used as one of the six upper-division biology courses required for the major. Students who maintain a GPA of at least 3.500 and who complete the program successfully in the judgment of the department faculty receive honors in biology on graduation.

RESOURCES FOR NONMAJORS

Students majoring in other subjects may enroll in Biology 100, which has no prerequisites. This course is designed to meet the General Education requirement for a laboratory science. Nonmajors may also take other biology courses for which they have met the appropriate prerequisites, but priority for enrollment in these courses is given to prospective biology, environmental studies, or biochemistry and molecular biology majors and pre-health professions students.

FACILITIES

Biology department resources include a fully equipped scanning electron microscope, a greenhouse, and an animal physiology laboratory. Molecular biology laboratories are equipped for gene cloning, polymerase chain reaction, tissue culture, fluorescence microscopy, and protein separation. Natural areas near campus such as Tryon Creek State Park offer convenient sites for field studies.

FACULTY AND STAFF

Kellar Autumn, professor. Physiology, biomechanics, evolution of animal locomotion.

Paulette F. Bierzychudek, William Swindells Sr. Professor of Natural Sciences.

Evolution, ecology, conservation biology, especially of plants.

Greta J. Binford, assistant professor. Invertebrate zoology, biodiversity, evolution of spider venoms.

Kenneth E. Clifton, associate professor. Animal behavior, marine biology, ecology of coral reefs.

Greg J. Hermann, associate professor. Developmental genetics and cell biology.

Peter Gault Kennedy, assistant professor. Relationships of plants and fungi.

Deborah E. Lyan, professor. Molecular biology, cell biology, ribosome biogenesis in eukaryotic cells, yeast genetics.

Wendy McLennan, instructor and laboratory coordinator.

C. Gary Reiness, professor. Cell biology, neurobiology, development of the vertebrate nervous system.

100 PERSPECTIVES IN BIOLOGY

Staff

Content: For nonmajors. Selected current topics in biology used to illustrate the strengths and limitations of the process of science and the approaches biologists use to learn about living organisms. Emphasis changes from semester to semester, reflecting the expertise and interests of the faculty member teaching the course. For further information consult the appropriate faculty member before registration. Lecture and laboratory. May not be applied toward the biology major.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

115 EXPLORATIONS IN REGIONAL BIOLOGY

Staff

Content: For nonmajors. Offered in association with selected overseas programs. Selected biological principles using biomes and species native to the geographical location of the program. Emphasis on ecology and behavior of living organisms. Classroom and considerable field experience. Specific content varies from program to program; details available from Office of Overseas and Off-Campus Programs. May not be applied toward the biology major.

Prerequisite: None.

Taught: On Australia and Kenya study programs, 4 semester credits.

141 INVESTIGATIONS IN ECOLOGY AND ENVIRONMENTAL SCIENCE

Bierzychudek, Clifton, Kennedy

Content: An introduction to principles underlying the distribution and abundance of species. Examination of how these principles can inform understanding of issues like overpopulation, climate change, invasive species, pollution, species extinction. Introduction to the methods of scientific investigation through laboratory and field studies that describe ecological phenomena and test hypotheses. Lecture and laboratory.

Note: This course is part of the biology department's core curriculum and is intended for biology majors, potential biology majors, and environmental studies majors. The curriculum is challenging and requires a significant time commitment. Therefore, nonmajors are encouraged to fulfill their general education requirements by enrolling in one of the perspectives courses in the natural sciences.

Prerequisite: Mathematics 055.

Taught: Annually, 5 semester credits.

151 INVESTIGATIONS IN GENETICS AND EVOLUTIONARY BIOLOGY

Autumn, Binford, Reiness

Content: For majors. Introduction to the fundamental principles of Mendelian genetics, population genetics, and evolution. Principles of genetic analysis in eukaryotes, including introduction to gene function, mutations, and the origin of variability in populations. Overview of evolutionary processes. Laboratory focus on genetic projects. Lecture and laboratory.

Prerequisite: Mathematics 055.

Taught: Annually, 5 semester credits.

200 INVESTIGATIONS IN CELL AND MOLECULAR BIOLOGY

Hermann, Lycan

Content: Introduction to the biochemistry and molecular biology of cells. Structure and function of biomolecules. Introduction to metabolism and photosynthesis in the context of the cell structures in which these processes occur. Introduction to gene expression and protein localization in the context of genetically modified foods and HIV infection. Project-based laboratories on enzyme kinetics, molecular cloning, and cell structure introduce students to experimental design and data analysis in these areas.

Prerequisites: Biology 151 (may be taken concurrently). Chemistry 110.

Taught: Annually, 5 semester credits.

210 GENERAL BOTANY

Staff

Content: Survey of the diversity of the plant kingdom, with an emphasis on vascular plants. Introduction to the structure, development, physiology, and life histories of plants. Examples of current botanical research. Lecture and laboratory.

Prerequisite: Biology 151 or 200.

Taught: Alternate years, 5 semester credits.

211 LAND VERTEBRATES

Clifton

Content: Studies of terrestrial vertebrate diversity. Ecological and evolutionary processes that promote and maintain patterns of form, function, and behavior of birds, mammals, reptiles, and amphibians. Lecture, discussion, laboratory; field trips to explore local patterns of diversity in natural settings.

Prerequisites: Biology 141 and 151. Mathematics 115 or equivalent.

Taught: Alternate years, 5 semester credits.

212 INVERTEBRATE ZOOLOGY

Binford

Content: Survey of the diversity of invertebrates, with emphasis on the arthropods. Introduction to their structure, development, behavior, natural history, and evolutionary relationships. Lecture, discussion, laboratory, field trips.

Prerequisites: Biology 141 and 151.

Taught: Alternate years, 5 semester credits.

221 MARINE BIOLOGY

Clifton

Content: Physical, chemical, and biological processes that promote and maintain marine biodiversity. Ecological and evolutionary mechanisms at work within marine environments, with emphasis on natural selection processes that produce specific physiological adaptations, body types, and behavioral strategies. Lecture, discussion, laboratory; field trips to coastal habitats.

Prerequisites: Biology 141 and 151. Mathematics 115 or equivalent. Chemistry 110.

Taught: Alternate years, 5 semester credits.

244 PRACTICUM

Staff

Content: Supervised practical experience in lab and/or field techniques at Lewis & Clark or another Portland-area institution. Consult department faculty for further information.

Prerequisite: Consent of supervising faculty member.

Taught: Annually, 2 semester credits, credit-no credit.

311 MOLECULAR BIOLOGY

Lycan

Content: Advanced study of the structure and function of genes. Detailed analysis of the regulation of gene expression in prokaryotic and eukaryotic organisms, with emphasis on the molecular mechanisms underlying such biological problems as iron homeostasis, HIV infection, and sex determination. Discussions of original research papers focus on experimental design and data analysis.

Prerequisites: Biology 151. Biology 200 or consent of instructor. Chemistry 120.

Concurrent enrollment in Biology 312.

Taught: Annually, 4 semester credits.

312 MOLECULAR BIOLOGY LAB

Lycan

Content: Introduction to molecular cloning techniques, including the polymerase chain reaction, plasmid construction, transformation, and DNA sequence analysis. Students carry out a semester-long project using these techniques to construct an expression vector that is used to answer student-generated questions.

Prerequisites: Biology 151. Biology 200 or consent of instructor. Chemistry 120.

Taught: Annually, 2 semester credits.

320 HUMAN GENES AND DISEASE

Lycan

Content: An investigation of the molecular and cellular basis of various genetic diseases, the role of genes in disease, how mutations arise, and approaches to therapy. Ethical issues surrounding gene therapy and DNA diagnostics. Lectures, discussion of papers from the primary literature, and seminars by visiting scientists. Students develop and present an oral seminar on a disease of their choice.

Prerequisite: Biology 151, 200, or consent of instructor.

Taught: Alternate years, 4 semester credits.

335 ECOLOGY

Bierzchudek

Content: Study of the interactions between organisms and their physical and biological environment. Ecology of populations, communities, and ecosystems, theoretical and empirical approaches. Through reading original literature and designing their own studies, students learn to conduct ecological studies and interpret results. Applications of ecological principles to conservation issues and other environmental problems. Lecture and laboratory; weekend field trips.

Prerequisites: Biology 141, 151, and 200. Mathematics 131, Computer Science 171, Psychology 200, or Mathematics 255. Chemistry 120.

Taught: Annually, 5 semester credits.

337 ENVIRONMENTAL PHYSIOLOGY

Autumn

Content: How major environmental parameters such as respiratory gases, pressure, temperature, and radiation have influenced short-term (acclimatization) and long-term (evolutionary) alterations in the physiology of animals. Lecture only.

Prerequisites: Biology 141, 151, and 200. Chemistry 120.

Taught: Alternate years, 4 semester credits.

338 ENVIRONMENTAL PHYSIOLOGY LAB

Autumn

Content: Introduction to experimental methods in environmental physiology and the scientific process. Students work on open-ended experiments using modern transducers and computer data acquisition, develop strong science writing skills by producing two short scientific papers, and present results of an independent project at an in-class symposium.

Prerequisites: Biology 141, 151, and 200. Chemistry 120. Concurrent enrollment in Biology 337.

Taught: Alternate years, 1 semester credit.

343 MICROBIOLOGY

Kennedy

Content: The biology of microbial organisms, particularly bacteria and fungi. Emphasis on key aspects of microbial life, including growth and physiology, reproduction and dispersal, and interactions with the environment and other organisms. Laboratory focus on using a variety of cultivation methods and molecular-based techniques to assess microbial diversity.

Prerequisites: Biology 141, 151, and 200. Chemistry 120.

Taught: Alternate years, 5 semester credits.

352 ANIMAL BEHAVIOR

Clifton

Content: Study of animal behavior, from insects to marine mammals. How and why animals behave as they do. Focus on the adaptiveness of animal behavior using a strong ecological and evolutionary theme. Methods and results associated with animal behavior studies. Lecture, readings in original literature, laboratory, field trips.

Prerequisites: Biology 141, 151, and 200. Mathematics 131, Computer Science 171, Psychology 200, or Mathematics 255. Chemistry 120.

Taught: Annually, 5 semester credits.

361 CELL BIOLOGY

Hermann, Reiness

Content: Application of the techniques of biochemistry, microscopy, genetics, and molecular biology to the study of cell structure, function, and physiology. Membrane structure and function, signal transduction, protein and organelle traffic within cells, cell growth, division, and death. Lecture and laboratory.

Prerequisites: Biology 151. Biology 200 or consent of instructor. Chemistry 120.

Taught: Annually, 5 semester credits.

375 COMPARATIVE PHYSIOLOGY

Autumn

Content: How different kinds of animals work and why they have evolved to work the way they do. Body size, metabolism, muscle, respiration, cardiovascular function, acid-base balance, temperature, osmoregulation. Common physiological principles that transcend differences in evolutionary history. Physiological

adaptations to environmental challenges. Constraints on physiological evolution. Emphasis on recent experimental discoveries and unanswered questions. Intended for biology, biochemistry, and environmental studies majors. Lecture and laboratory.

Prerequisite: Biology 141, 151, 200, or consent of instructor. Mathematics 131 or Computer Science 171 or Physics 141 recommended.

Taught: Annually, 5 semester credits.

390 EVOLUTION

Bierzchudek, Binford

Content: Study of the mechanisms responsible for evolutionary change and of their results. History of evolutionary thought, evolution of single-gene and quantitative genetic traits, speciation, and molecular evolution. Role of evolutionary ideas in issues such as species conservation, medicine, science-religion "conflicts." Lecture only.

Prerequisites: Biology 141, 151, and 200. Mathematics 131, Computer Science 171, Psychology 200, or Mathematics 255. Chemistry 120.

Taught: Annually, 4 semester credits.

408 PHYLOGENETIC BIOLOGY

Binford

Content: Advanced study of methods and models of reconstructing patterns of evolutionary history. Use of phylogenies to test hypotheses of evolutionary processes including adaptation, evolutionary constraints, evolutionary rates, biogeography, and coevolution.

Prerequisites: Biology 141, 151, and 200. Biology 390 recommended.

Mathematics 131, Computer Science 171, Psychology 200, or Mathematics 255.

Taught: Alternate years, 5 semester credits.

412 DEVELOPMENTAL BIOLOGY

Hermann

Content: Multidisciplinary study of the process by which multicellular organisms develop from a single fertilized egg. Fertilization, cleavage, gastrulation, early morphogenesis, and organogenesis studied with an emphasis on the molecular, cellular, and genetic mechanisms underlying development. Discussion of current research literature with critical analysis of experimental design and data. Lecture and laboratory. Laboratory focuses on genetic control of development.

Prerequisite: Biology 311 or 361, or consent of instructor.

Taught: Alternate years, 5 semester credits.

422 NEUROBIOLOGY

Reiness

Content: Study of the biology of the nervous systems of vertebrates and invertebrates, with emphasis on cellular and molecular approaches. Electrical signaling in excitable cells, the physiology and biochemistry of synaptic transmission, neuropharmacology. The biological bases of learning, memory, and some neurological disorders. Sensory systems and neuronal development. Laboratory focus on student-designed projects. Lecture and laboratory.

Prerequisites: Biology 151 and 200 or 361. Chemistry 120. Physics 142 recommended.

Taught: Alternate years, 5 semester credits.

462 IMMUNOLOGY

Reiness

Content: Study of the cellular basis of the immune response, with emphasis on biochemical, molecular genetic, and cell biological approaches. Generation of antibody diversity. The functions of B lymphocytes, T lymphocytes, and antigen presenting cells. The structure and function of proteins encoded by the Major Histocompatibility Complex. Immunity to infection, autoimmunity, and cancer immunology. Lecture; reading and discussion of original scientific literature.

Prerequisite: Biology 151 and 311 or 361, or consent of instructor.

Taught: Alternate years, 4 semester credits.

490 SPECIAL TOPICS IN BIOLOGY

Staff

Content: Advanced study of current issues in biology, as determined by student and/or faculty interest. May extend existing areas of the curriculum or explore new subjects.

Prerequisite: Biology 141, 151, 200, or consent of instructor.

Taught: Alternate years (contingent on student interest and faculty availability), 4 semester credits.

495 BIOLOGY SENIOR RESEARCH

Staff

Content: Yearlong field or laboratory research project designed and executed by a student with guidance from two faculty mentors.

Prerequisites: Senior standing. Approval of research proposal by department and two supervising faculty members. Students with a GPA of 3.500 in major and overall will be eligible for honors in biology upon graduation if their thesis is deemed meritorious by the department.

Taught: Annually, 3 semester credits each semester.

499 INDEPENDENT STUDY

Staff

Content: Participation in a faculty-supervised research or individual study project at Lewis & Clark or another research institution. Requires approval of research proposal and a written report. Further information available on biology department website.

Prerequisite: Consent of instructor.

Taught: Each semester, 2-4 semester credits.

Chemistry

CHAIR: LOUIS Y. KUO

The Department of Chemistry curriculum serves four groups of students: chemistry and biochemistry/molecular biology majors; biology, engineering, and environmental studies majors; students planning to apply to professional schools in the health sciences; and nonscience majors satisfying their scientific and quantitative reasoning General Education requirement.

THE MAJOR PROGRAM

The Department of Chemistry provides a flexible, challenging curriculum to accommodate and encourage a diversified approach to the major. Following a core of required courses in general, organic, and physical chemistry, including laboratories, students select advanced courses from several electives.

In all chemistry courses, instructors encourage students to think for themselves and work independently. This is accomplished in some classes by having students work at the blackboard in small discussion groups to solve problems. In

other courses, students survey chemical literature to make class presentations or write papers to discuss the nature of the work under study.

All students are encouraged to participate in research with a faculty member at the first opportunity, which may be as early as the sophomore year. The department uses research not only to foster independence of thought but also as a means of teaching students to teach themselves. Although the emphasis is on educating students, projects explore current areas of research and are often supported by grants. Frequently, projects result in publications coauthored by students and faculty.

Since the department's curriculum is regularly reviewed and approved by the Committee on Professional Training of the American Chemical Society (ACS), a student may select the specific set of courses that leads to an ACS-certified degree. Students also have the option of meeting the major requirements with courses that more closely reflect their particular interests and more optimally prepare them for certain advanced fields of study. Students who expect to attend a professional school after graduation (medicine, dentistry, pharmacy, and so on) will find that the flexible chemistry major curriculum more than meets their needs. A chemistry major may also elect to complete a series of education and certification courses and teach chemistry at the high school level following graduation.

MAJOR REQUIREMENTS

A minimum of 41 semester credits in chemistry, plus courses in mathematics and physics, distributed as follows:

- 1) General chemistry: 110 and 120.
- 2) Organic chemistry: 210 and 220.
- 3) Physical chemistry: 310 and 320.
- 4) Advanced laboratory: 365 and 366.
- 5) Seminar: 405.
- 6) Advanced courses: 420 plus 4 semester credits of an upper-division elective selected from 300, 305, 330, 335, 355, 443, 453, and 464.
- 7) Mathematics 131 and 132.
- 8) Physics 141 and 142 or Physics 151, 152, and 251.

Note: For an American Chemical Society-certified major, in addition to the above requirements, the student must complete Chemistry 330 or 335 and 355, and an additional four semester credits at the 300 or 400 level (greater than 310). Students may also be required to take Chemistry 299, 480, 490, or 499 so they have a total of 500 laboratory contact hours. Mathematics 225, 233, and 235 are recommended, with preference given to Mathematics 225 and 235.

MINOR REQUIREMENTS

A minimum of 24 semester credits (five courses) taken for a grade, including the following:

- 1) General chemistry: 110 and 120.
- 2) Organic chemistry: 210 and 220.
- 3) Four semester credits of chemistry courses at the 300 or 400 level.

SPECIAL PROGRAMS

The departments of chemistry and biology offer an interdisciplinary biochemistry/molecular biology major. See Biochemistry and Molecular Biology listing.

HONORS AND SENIOR RESEARCH

Students are especially encouraged to do senior-level thesis research. Students who have distinguished themselves academically through the junior year (GPA of 3.500 or higher in chemistry and overall) are invited to participate in the honors program. Students who complete the program are, with faculty approval, awarded honors in chemistry on graduation. Students not qualifying for the

honors program may elect to participate in the senior research program. In both programs, each student proposes a research project in consultation with a faculty member, presents the proposal to the department in a seminar, performs the laboratory work, prepares a written thesis, and defends the thesis orally before the department faculty.

RESOURCES FOR NONMAJORS

Perspectives in Environmental Chemistry (Chemistry 100) and Perspectives in Nutrition (Chemistry 105) are specifically designed to help nonscience majors learn chemistry and relate it to the world around them.

FACILITIES

The Olin Center for Physics and Chemistry has more than 40,000 square feet of classroom, laboratory, and study space. Facilities and equipment used by the chemistry department include one lecture-demonstration theatre; a well-equipped biochemistry laboratory; modern scientific instrumentation (FT-NMR, FT-IR, GC-MS, HPLC, UV-VIS, AA, 10 molecular modeling workstations); a data analysis room; an organic chemistry instrumentation room; special laboratories for general chemistry, organic chemistry, and advanced analytical, physical, and inorganic chemistry; and student-faculty research laboratories.

FACULTY AND STAFF

Barbara A. Balko, associate professor. Physical chemistry.

Anne K. Bentley, assistant professor. General, inorganic, and materials chemistry; nanotechnology.

Julio C. de Paula, professor. Physical chemistry.

James A. Duncan, professor. Physical organic chemistry.

Robert Killin, instructor and laboratory director.

Louis Y. Kuo, professor. Organometallic/bioorganic chemistry, biochemistry.

Janis E. Lochner, Dr. Robert B. Pamplin Jr. Professor of Science. Biochemistry.

Nikolaus Loening, assistant professor. Physical chemistry.

100 PERSPECTIVES IN ENVIRONMENTAL CHEMISTRY

Balko, Bentley, Kuo, Staff

Content: General and organic chemistry concepts developed for a more thorough understanding of chemically related environmental issues such as meeting energy needs (including nuclear energy), atmospheric pollution (the greenhouse effect, stratospheric ozone depletion, photochemical smog, acid rain), toxicology, and plastics. Lecture, laboratory.

Prerequisite: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

105 PERSPECTIVES IN NUTRITION

Lochner, Staff

Content: The fundamental basis of human nutritional needs and contemporary controversies in nutrition. Extracting energy from carbohydrates, fats, and proteins; essential amino acids and the cellular synthesis of proteins; water-soluble vitamins in major nutrient metabolism; biological function of fat-soluble vitamins; physiological roles of minerals. Readings on contemporary controversies in nutrition including the relationship between diet and disease. Lecture, laboratory.

Prerequisite: None.

Taught: Annually, 4 semester credits.

110 GENERAL CHEMISTRY I

Balko, Bentley, Loening, Staff

Content: Introduction to the general principles of chemistry required for students planning a professional career in chemistry, a related science, the health professions, or engineering. Stoichiometry, atomic structure, chemical bonding and geometry, thermochemistry, gases, types of chemical reactions, statistics. Weekly laboratory exercises emphasizing qualitative and quantitative techniques that complement the lecture material. Lecture, discussion, laboratory.

Prerequisite: Mathematics 055 or equivalent. Previous high school chemistry not required.

Taught: Annually (fall), 5 semester credits.

120 GENERAL CHEMISTRY II

Balko, Bentley, Kuo, Loening, Staff

Content: Continuation of General Chemistry I. Chemical equilibrium, kinetics, thermodynamics, electrochemistry, descriptive inorganic chemistry, coordination chemistry, nuclear chemistry. Weekly laboratory exercises emphasizing quantitative techniques that complement the lecture material. Lecture, discussion, laboratory.

Prerequisite: Chemistry 110 or equivalent.

Taught: Annually (spring), 5 semester credits.

210 ORGANIC CHEMISTRY I

Duncan, Kuo

Content: The basic principles of organic chemistry from a mechanistic perspective. Bonding (Lewis structures, atomic and molecular orbitals); stereochemistry (chiral compounds, enantiomers, diastereomers, conformers, optical activity, Fischer projections); nomenclature; chemistry of alkanes (free radical substitution, reaction-coordinate energy diagrams, asymmetric induction); chemistry of alkyl halides, alcohols, ethers (substitution and elimination reactions, carbocations, pKa, nucleophilicity, leaving groups, kinetics); infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy; chemistry of alkenes (addition and elimination reactions, oxidation and reduction, hydroboration, inductive and resonance effects of substituents, regio- and stereoselectivity); chemistry of alkynes (acidity, addition reactions); introduction to organometallic compounds. Lecture, discussion, laboratory.

Prerequisite: Chemistry 120.

Taught: Annually, 5 semester credits.

220 ORGANIC CHEMISTRY II

Duncan, Kuo

Content: Chemistry of aldehydes and ketones (reactions at and adjacent to the carbonyl group, enolization, conjugate addition, oxidation, reduction). Lecture, conference, laboratory. Synthesis; chemistry of carboxylic acids and derivatives (pKa of acids, nucleophilic substitution of derivatives, acyl chlorides, esters, amides, anhydrides, nitriles). Carbohydrates (stereochemistry, aldoketoses, aldopentoses, aldohexoses, ketosugars, derivatives, furanose and pyranose forms, reducing and nonreducing sugars, disaccharides and polysaccharides); fats and oils; aromatic hydrocarbons (benzene, resonance and molecular orbital approaches, electrophilic and nucleophilic aromatic substitution); aromatic nitrogen and oxygen chemistry (diazotization, synthesis); chemistry of amines, amino acids, peptides, proteins, DNA; other topics. Lecture, discussion, laboratory.

Prerequisite: Chemistry 210.

Taught: Annually, 5 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Laboratory research or individual study topics arranged in consultation with a faculty supervisor.

Prerequisite: Consent of department chair and supervising faculty member.

Taught: Each semester, 1-4 semester credits.

300 ENVIRONMENTAL CHEMISTRY

Balko, Staff

Content: Principles of chemistry applied to global, regional, and local problems of the earth's environment. Chemistry of the atmosphere and of natural and waste waters. Sources, reactions, and impact of chemical species on the environment and control strategies. Energy production.

Prerequisite: Chemistry 210.

Taught: Alternate years, 4 semester credits.

305 AQUATIC CHEMISTRY

Balko

Content: Principles of chemistry applied to processes governing the composition of natural waters. Focus on the solubility equilibria that control the concentration of inorganic compounds (e.g. carbonate and silicates), kinetics of mineral growth and dissolution, the role of acid-base reactions and redox equilibria.

Prerequisite: Chemistry 210 and 220 (may be taken concurrently), or consent of instructor.

Taught: Alternate years, 2 semester credits.

310 PHYSICAL CHEMISTRY: THERMODYNAMICS AND KINETICS

Balko, Loening

Content: Fundamental concepts of classical physical chemistry.

Thermodynamics—first, second, and third laws; phase equilibria; chemical equilibria; kinetics—theory and practice; reaction rates.

Prerequisites: Chemistry 120. Physics 142 or 152. Mathematics 132.

Taught: Annually, 4 semester credits.

320 PHYSICAL CHEMISTRY: STATISTICAL MECHANICS AND QUANTUM CHEMISTRY

Balko, Loening

Content: Statistical mechanics; quantum mechanics; quantum theory; molecular orbital theory; atomic and molecular spectroscopy; magnetic resonance spectroscopy; molecular modeling.

Prerequisites: Chemistry 120. Physics 142 or 152. Mathematics 132.

Taught: Annually, 4 semester credits.

330 STRUCTURAL BIOCHEMISTRY

Lochner, Staff

Content: The structure-function relationship of biological molecules. Principles governing protein folding and methods used to assess protein structure; case studies illustrating how protein structure dictates function; DNA structure and the chemistry of protein-DNA interactions; membrane biochemistry and the dynamics of membrane organization; role of the membrane in facilitating transport, intracellular communication, and mediating the transmission of nerve signals.

Prerequisite: Chemistry 220.

Taught: Annually, 4 semester credits.

335 METABOLIC BIOCHEMISTRY

Lochner, Staff

Content: Systematic assessment of how the cell derives metabolic energy and uses the energy to drive biosynthetic reactions. Principles of thermodynamics as applied to biological transformations of energy; allosterism and enzyme reaction mechanism; metabolic regulation in guiding the flow of cellular metabolites; defects in metabolic pathways; the biochemical basis of disease.

Prerequisite: Chemistry 220.

Taught: Annually, 4 semester credits.

336 BIOCHEMISTRY LABORATORY

Lochner, Staff

Content: Contemporary biochemical techniques introduced in a project-based format. Protein purification using both recombinant DNA techniques and classical tools such as affinity chromatography; functional characterization of the purified protein. Cellular metabolic responses and transmembrane signaling reactions studied using HPLC, radioisotope studies, enzyme analyses.

Prerequisite: Chemistry 330 or 335 (may be taken concurrently).

Taught: Annually, 2 semester credits.

355 EXPERIMENTAL METHODS IN THE PHYSICAL SCIENCES

Loening, Tuft

Content: Experimental methods and instrumentation in the physical sciences.

Design experiments, construct instrumentation, make measurements, and analyze and interpret data in order to reach meaningful conclusions. Discussion and use of modern experimental techniques, including analog and digital electronics, many types of sensors, computerized data acquisition, spectroscopy (atomic, fluorescence, and infrared), mass spectrometry, and chromatography. Final student-designed project provides opportunities for interdisciplinary investigations. This course is taught in conjunction with Physics 201. Credit may not be earned for both Chemistry 355 and Physics 201.

Prerequisites: Chemistry 120 and Physics 141 or 151, or consent of instructor.

Corequisites: Chemistry 220 and Physics 142 or 152, or consent of instructor.

Taught: Annually, 4 semester credits.

365 PHYSICAL CHEMISTRY LABORATORY

Balko, Loening

Content: Laboratory course to demonstrate the principles of physical chemistry and to develop research aptitude in chemistry. Investigation of thermochemistry, phase equilibria, kinetics, spectroscopy, and solid-state studies using techniques such as calorimetry, UV-visible, IR, NMR, Mass spectroscopies, and diffraction. Attendance at departmental seminars required. Lecture, laboratory, oral presentations.

Prerequisite: Chemistry 310 or 320 (may be taken concurrently).

Taught: Annually, 2 semester credits.

366 INORGANIC CHEMISTRY LABORATORY

Bentley, Kuo

Content: Introduction to classical and modern techniques for synthesizing inorganic compounds of representative and transition metal elements and the extensive use of IR, NMR, Mass, and UV-visible spectroscopies and other physical measurements to characterize products. Syntheses and characterization of inorganic and organic materials/polymers are included. Attendance at departmental seminars required. Lecture, laboratory, oral presentations.

Prerequisite: Chemistry 220.

Taught: Annually, 2 semester credits.

405 CHEMISTRY SEMINAR

Staff

Content: Preparation and delivery of a seminar with accompanying abstract and bibliography. The seminar focus is either on a relevant topic in the chemical literature or, for students pursuing senior and honors research, on the thesis proposal.

Prerequisite: Senior standing.

Taught: Each semester, 1 semester credit.

420 ADVANCED INORGANIC CHEMISTRY

Bentley

Content: Modern concepts of inorganic and transition metal chemistry with emphasis on bonding, structure, thermodynamics, kinetics and mechanisms, periodic and family relationships. Atomic structure, theories of bonding, symmetry, molecular shapes (point groups), crystal geometries, acid-base theories, survey of familiar elements, boron hydrides, solid-state materials, nomenclature, crystal field theory, molecular orbital theory, isomerism, geometries, magnetic and optical phenomena, spectra, synthetic methods, organometallic compounds, cage structures, clusters, lanthanides, actinides.

Prerequisite: Chemistry 320 or consent of instructor.

Taught: Annually, 4 semester credits.

443 MEDICINAL ORGANIC CHEMISTRY

Kuo

Content: Bioorganic chemistry for selected medicinal compounds. Biophysical and chemical concepts of drug-receptor interactions and drug action.

Biochemical basis for drug action elucidated in the context of fundamental organic mechanisms.

Prerequisite: Chemistry 220.

Taught: Annually, 2 semester credits.

460 TOPICS IN MODERN PHYSICAL ORGANIC CHEMISTRY

Duncan

Content: Modern approach to the study of the interrelationships between structure and reactivity in organic molecules: Advanced stereochemistry; energy surfaces and kinetics; advanced electronic structure theory, including computational methods; thermal pericyclic reactions. Subject to interests of students and instructor, substitute physical organic topics might include, among others: Photochemistry, linear free-energy relationships, catalysis, electronic organic materials, molecular recognition, supramolecular chemistry.

Prerequisite: Chemistry 220

Corequisite: Chemistry 320 or consent of instructor.

Taught: Alternate years, 2 semester credits.

464 BIOMOLECULAR NMR SPECTROSCOPY

Loening

Content: Advanced topics in nuclear magnetic resonance spectroscopy, with an emphasis on structural biology applications. Fundamental NMR theory, multi-dimensional methods, heteronuclear experiments, correlation spectroscopy, the nuclear Overhauser effect, chemical exchange, protein structure determination, protein dynamics.

Prerequisite: Chemistry 220. Chemistry 320 and/or 330 are recommended.

Taught: Alternate years, 2 semester credits.

480 SENIOR RESEARCH

Staff

Content: Experimental and/or theoretical research on an advanced topic of current significance in chemistry. Students present their thesis proposals in an early fall seminar and detail results of their investigations in a thesis in the spring.

Prerequisites: Senior standing. Consent of instructor.

Taught: Annually, 4 semester credits each semester of the senior year.

490 CHEMISTRY HONORS RESEARCH

Staff

Content: Experimental and/or theoretical research on an advanced topic of current significance in chemistry. Students present their thesis proposals in an early fall seminar and detail results of their investigations in theses in the spring.

Prerequisite: By invitation only.

Taught: Annually, 4 semester credits each semester of the senior year.

499 INDEPENDENT RESEARCH

Staff

Content: Participation in a faculty-supervised research project. Details, including academic credit, determined by the student in consultation with faculty supervisor.

Prerequisites: Junior standing. Research experience. Consent of department chair and supervising faculty member.

Taught: Each semester, 1-4 semester credits.

Classical Studies

DIRECTOR: CURTIS N. JOHNSON

Classical studies is an interdisciplinary field focused on the study of ancient Greece and Rome, as well as the influences on them from the neighboring cultures of Egypt and the Near East. Echoes of Greece and Rome saturate our culture, from the shapes of our traditional buildings to the political institutions we embrace, from the mythological stories that reappear in our literature and art to the renewed interest in Hercules in our popular culture. The Classical Studies Program seeks to provide students the opportunity to gain intellectual grounding in a minor program that explores our debts to the ancient Greeks and Romans.

In addition to their historical significance, Greek and Roman works of art, literature, and philosophy have substantial continuing value, and the Classical Studies Program exposes students to many of the great works of these cultures. Serious engagement with these works can be forever enriching.

THE MINOR PROGRAM

The minor is inherently interdisciplinary. The courses required for the minor include two classical studies courses and an appropriate balance of disciplinary perspective within the minor and courses in a minimum of three of the traditional academic disciplines, including Greek or Latin language through 201. A student may choose specific courses of interest within Greco-Roman studies, but the minor grows from the foundation course and culminates in Classical Studies 450. For Latin and Greek course listings, see Foreign Languages listings elsewhere in this catalog.

MINOR REQUIREMENTS

In order to complete the classical studies minor, a minimum of 28 semester hours are required, at least 16 of which must be discrete to the minor (may not be used in any other set of major or minor requirements), distributed as follows: 1) Classical Studies 200.

- 2) Classical Studies 450.
- 3) Greek or Latin language through 201.
- 4) Eight semester credits selected from a list of approved electives, from a minimum of two disciplines. Such electives will ordinarily include the following (when available): Art 101; English 279; Greek 101, 102, and 201; Latin 101, 102, and 201; Philosophy 301, 451, 452, and 453 (must be approved by the program director); Political Science 310; Religious Studies 223 and 450; and Theatre 281.

SPONSORING FACULTY

Stephanie K. Arnold, professor of theatre.

Lyell Asher, associate professor of English.

Eleonora Maria Beck, professor of music.

Chana B. Cox, senior lecturer in humanities.

Kurt Fosso, associate professor of English.

Steven B. Hunt, professor of communication.

Curtis N. Johnson, Dr. Robert B. Pamplin Jr. Professor of Government.

Gordon Kelly, visiting assistant professor of humanities.

Robert A. Kugler, Paul S. Wright Professor of Christian Studies.

Stepan Simek, associate professor of theatre.

Nicholas D. Smith, James F. Miller Professor of Humanities.

Stephen Weeks, associate professor of theatre.

Benjamin W. Westervelt, associate professor of history.

200 INTRODUCTION TO CLASSICAL STUDIES

Cox, Smith, Staff

Content: Survey of various aspects of the expression of primary Greek and/or Roman cultural values, as they are found in the history, religion, visual arts, literature, theatre, and philosophy of ancient Greece and/or Rome. Works will be read in translations. An introductory course intended for first- and second-year students.

Prerequisite: None.

Taught: Annually, 4 semester credits.

450 TOPICS IN CLASSICAL STUDIES

Staff

Content: Serious scholarly study of some specific topic or area within classical studies. Topics may include focused study of Greek or Roman archaeology, architecture, art, epic or lyric poetry, comedy, history, music, tragedy, philosophy, political theory, religion, or ancient science, or else comparative study of some aspect of ancient Greek or Roman culture with others.

Prerequisite: Classical Studies 200 or consent of instructor.

Taught: Annually (through various departmental offerings), 4 semester credits. May be taken twice for credit with change of topic.

Communication

CHAIR: STUART J. KAPLAN

From its humanistic roots in ancient Greece to its social science applications in modern technology and media, communication is a dynamic and unique field of study—one of the oldest and one of the newest disciplines. Grounded in the classical liberal arts tradition of rhetoric and public discourse, the communication discipline addresses contemporary concerns about organizational, interpersonal, and intercultural communication; information technologies; and electronic media messages. While communication touches us daily and is part

of every human interaction, no other discipline takes these messages and their consequences as its unique focus.

The Department of Communication offers a challenging and integrated study of theory and practice in historical and contemporary communication. The discipline of communication, which is rooted in the classical study of rhetoric, combines both humanistic and social science perspectives, and the curriculum focuses on the content, transmission, and consequences of oral, print, and electronic messages. An understanding of the communication process, including the social construction of meaning, is central to the life of a liberally educated person and to the development of critical and creative thinking, speaking, listening, and writing.

THE MAJOR PROGRAM

The major in communication combines core requirements with the flexibility of electives. Requirements involve the historical and contemporary study of persuasion; the critical evaluation of communication theories and practices related to interpersonal interactions, organizations, public discourse, and the mass media; engagement with both quantitative and qualitative research methods; and the satisfactory completion and presentation of senior research. These requirements are essential for the student who intends to pursue graduate study or enter a communication-related field.

Students should declare the communication major by the end of the sophomore year to provide maximum flexibility in planning for core requirements and electives. Students are also encouraged to consult with their department advisors about coursework from other departments that can be appropriately integrated into their study of communication. Each communication major is expected to complete a research project during the senior year. Students who are working on their projects should enroll in Communication 480 (Senior Seminar).

MAJOR REQUIREMENTS

A minimum of 40 semester credits, distributed as follows:

- 1) Six communication core courses: 100, 203, 260, 301, either 302 or 303, and 480.
- 2) Sixteen semester credits of communication electives. Students may apply a maximum of 4 semester credits, total, in practicum and independent study to the major. At least 12 semester credits of electives must be at the 300 or 400 level.
- 3) Successful completion and presentation of the senior project (4 semester credits, attained through Communication 480).

MINOR REQUIREMENTS

A minimum of 24 semester credits, distributed as follows:

- 1) Three communication core courses: 100, 203, and 260.
- 2) Twelve semester credits of communication electives. Practicum and independent study coursework is not counted toward the minor. Eight semester credits of electives for the minor must be at the 300 or 400 level.

ACTIVITIES

Public Advocacy. Competitive forensics and noncompetitive public forum activities. Students may compete in policy or parliamentary debate, extemporaneous speaking, oratory, expository, after-dinner speaking, and oral interpretation in intercollegiate tournaments. Students may qualify for Pi Kappa Delta, a national speech honorary. The forensics squad has earned national recognition. Credit is available for qualified students through the practicum program.

KLC Radio. One of the largest campus activities, with a station staff of 40 to 60 students each semester. Staff members participate in all aspects of broadcasting, station management, and operations, including programming, production, news, and promotions. The station broadcasts 24 hours a day, seven days a week, at www.lclark.edu/~klc. KLC is a cocurricular activity sponsored by the Department of Communication. Credit is available to qualified students through the practicum program.

KLC-TV. A student-directed and -managed organization devoted to the production of film and video. KLC-TV produces a weekly video magazine. Any student may submit work for possible inclusion in broadcasts. KLC-TV also sponsors film festivals and one or two filmmaking efforts during the academic year. Credit is available to qualified students through the practicum program.

Pioneer Log. The weekly student newspaper of Lewis & Clark. Students work in all phases of newspaper production: reporting, editing, photography, electronic publishing, advertising, and layout. Credit is available for qualified students through the practicum program.

PRACTICUM PROGRAM

A variety of practica and internships are available to qualified students. The practicum program provides an opportunity to explore the relationship between theoretical concepts and skills learned in the classroom and the work done in various organizations, including community service agencies, government offices, advertising companies, and the media. Practicum credit is also available for participation in the Public Advocacy, KLC Radio, KLC-TV, and *Pioneer Log* organizations at Lewis & Clark. The practicum experience is supervised by communication department faculty and involves additional readings and written assignments beyond the time spent in the organization. Credit is offered on a credit-no credit basis through Communication 244 and 444, Practicum. A detailed written description of the practicum program and its requirements is available in the department.

HONORS

Communication majors with a grade point average of 3.500 or higher overall and in the major are invited by the department to prepare their senior projects as honors projects. Senior projects submitted for consideration for honors normally require more extensive preparation than other senior projects. Two faculty members assist the student and evaluate the project on completion. Students whose projects are deemed worthy are granted honors on graduation.

RESOURCES FOR NONMAJORS

With the exception of the senior project, most courses in communication are open to nonmajors who have completed the prerequisites. The introductory course (Communication 100) is useful to the general student. Advanced courses such as Communication and Conflict (310), Ethical and Legal Issues in the Mass Media (322), and Legal Communication (354) serve students with more specialized interests. Applied laboratory experiences in forensics, KLC Radio, KLC-TV, and the *Pioneer Log* student newspaper are also appropriate to a variety of majors. Department sponsorship of practicum experiences is usually available only to majors.

FACILITIES

Radio facilities. Located in Templeton Campus Center, KLC Radio includes two fully equipped stereo studios, a newsroom, and offices. The station webcasts on and off campus.

Print facilities. *Pioneer Log* offices are located in Templeton Campus Center. Students have use of electronic publishing technology and digital cameras.

Video facilities. Lewis & Clark's video production facility includes digital editing capabilities, computer graphics, portable cameras and recording equipment, and a multiple-camera production studio. Additional video recording systems are available on campus.

FACULTY

Peter G. Christenson, professor. Media and society, quantitative research methods, media and socialization, popular music as communication.

Daena J. Goldsmith, professor. Relational communication, health communication, role of communication in culture and gender.

Steven B. Hunt, professor. Argumentation and advocacy; political, persuasive, rhetorical, and legal communication.

Stuart J. Kaplan, associate professor. Communication technology and society, video and audio aesthetic theory and methods, research methods.

G. Mitchell Reyes, assistant professor. Rhetoric, public memory, public discourse, rhetoric of science.

100 INTRODUCTION TO COMMUNICATION

Staff

Content: Introduction to the conceptual and philosophical foundations of the communication discipline, from classical rhetorical theory through contemporary perspectives, including critical theories of human interaction. How humans construct and negotiate meaning in different contexts, including interpersonal relationships, public address, small groups and organizations, mass media. Moral, ethical, and policy issues.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

200 MASS MEDIA MESSAGES: DESIGN AND ANALYSIS

Christenson, Kaplan

Content: Theory, aesthetics, and practice in the production of mass media messages. Organizing principles and aesthetic theories concerning writing for print and electronic media, message organization, visual composition, photography, audio production, basic editing. Ethical responsibilities to information sources and audiences.

Prerequisite: Communication 100.

Taught: Each semester, 4 semester credits.

203 RHETORICAL THEORY

Hunt, Reyes

Content: History and theory of rhetoric, including major developments in rhetorical theory from antiquity up to the present. Rhetoric's relationship with philosophy, knowledge, and culture. Examination of persuasive messages in various forms, including politics, advertising, film, video.

Prerequisite: Communication 100 or consent of instructor.

Taught: Each semester, 4 semester credits.

210 PUBLIC DISCOURSE

Hunt, Reyes

Content: Development of basic public speaking skills, listener-critic abilities, and appreciation for the role of public discourse in society. Library research, organization and outlining, language style, presentation skills, rhetorical/communication criticism.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

221 PUBLIC ARGUMENT: PARLIAMENTARY DEBATE

Hunt

Content: Introduction to argumentation in public arenas. History, background, and strategies for parliamentary debate. Critical thinking, library research, logic and reasoning, listening and note taking, argument creation and refutation.

Practice of debate skills.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

244 PRACTICUM

Staff

Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on-campus and off-campus organizations. Additional readings and written assignments required. For three specific practica—forensics, KLC Radio, and *Pioneer Log*—students should enroll noting practicum: Forensics or KLC or *Pioneer Log*.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits. May be repeated for credit.

Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.

260 EMPIRICAL RESEARCH METHODS

Christenson, Goldsmith

Content: Methods of communication research grounded in data collection for the purposes of prediction and explanation (quantitative methods) or description and interpretation (qualitative methods). Course spans philosophy of inquiry; relationship of theory to data in developing questions and hypotheses; logic of sampling, measurement, and statistical inference; uses of interviews, fieldwork, and textual analysis; criteria for evaluating quantitative and qualitative work; research ethics.

Prerequisite: Communication 100 or consent of instructor.

Taught: Annually, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Independent reading and/or research in an area other than the normal course offerings of the department.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits. Maximum of 4 semester credits, total, in independent study and/or practicum may be counted toward the major.

301 RHETORICAL CRITICISM

Hunt, Kaplan, Reyes

Content: Major critical methods for analyzing and understanding communicative action. Major historical developments in rhetorical criticism during the 20th century. Role of criticism in understanding persuasive messages in various forms, including political discourse, advertising, music, film, television.

Prerequisite: Communication 203.

Taught: Annually, 4 semester credits.

302 MASS COMMUNICATION THEORY

Christenson, Kaplan

Content: Survey of the key theories and research regarding the role of mass media in shaping society, spanning the early 20th century to the present.

Coverage includes areas such as media's impact on the political process, the cultivation of attitudes and values through media exposure, critiques of mass

culture and mass society, and the role of interpretation and social construction in media audiences.

Prerequisite: Communication 260 or consent of instructor.

Taught: Annually, 4 semester credits.

303 RELATIONAL COMMUNICATION THEORY

Goldsmith

Content: Theories of the processes through which communication enacts identities, constructs relationships, and organizes social interaction. Processes are examined in a variety of contexts, including personal relationships, social and task groups, and institutions such as workplaces and communities.

Prerequisite: Communication 260 or consent of instructor.

Taught: Annually, 4 semester credits.

313 POLITICS OF PUBLIC MEMORY

Reyes

Content: Investigation of public memory as the public negotiation of the past for political purposes in the present. Exploration of how different cultures have remembered and rhetorically constructed traumatic historical events such as the Holocaust and institutionalized slavery. Role of communication and persuasion in public acts of remembrance.

Prerequisite: Communication 100 or consent of instructor.

Taught: Alternate years, 4 semester credits.

325 THE DOCUMENTARY FORM

Kaplan

Content: Critical analysis of the television, film, radio, and multimedia documentary with emphasis on institutional practices that shape and sustain the genre, argument in documentaries, expectations of audiences. Organization of materials for documentaries, editing and montage, principles of visual composition as they relate to moving images, functions of sound, ethical considerations. Planning and production of short radio and television documentaries.

Prerequisite: Communication 200 or consent of instructor.

Taught: Annually, 4 semester credits.

330 COMMUNICATION AND CULTURE

Goldsmith

Content: Culture as produced through systems and practices of communication, communication as a product of culture. Cross-cultural communication, cultural contexts for communication, rules and forms of expression in varied cultural settings. Cultural adaptation, codes, and appropriate communication behaviors; problems of intercultural critique. Communication in a global environment, diversity and multiculturalism.

Prerequisites: Junior standing. Communication 100 or consent of instructor.

Taught: Annually, 4 semester credits.

332 GENDER IN RELATIONAL COMMUNICATION

Goldsmith

Content: Study of how gendered identities and relationships are socially constructed through communication. Covers the development of empirical research on similarities and differences in men's and women's communication and various theories proposed to account for similarities and differences. How everyday language and communication practices construct gender. How gender identities intersect with other identities (e.g., race, sexual orientation).

Prerequisite: Communication 100 or Gender Studies 200 or consent of instructor.

Taught: Alternate years, 4 semester hours.

340 MEDIA ACROSS CULTURES

Christenson

Content: Theoretical perspectives on the political and social role of mass communication in developed and developing nations. Mass communication organizations, content, regulatory models, audiences in diverse cultures. Implications of public versus private ownership of mass media. Evaluation of claims of U.S. cultural imperialism. Minority and ethnic media.

Prerequisites: Junior standing. Communication 100.

Taught: Alternate years, 4 semester credits.

352 GENDER IN PUBLIC COMMUNICATION

Goldsmith

Content: Gender in public discourse, including gendered rhetoric and media representations. Feminist theories of rhetoric and the various ways rhetoric is gendered. U.S. women's movements of the 19th and 20th centuries examined as a case study of rhetorical strategies used to redefine gender and gendered relations. Contemporary examples of gendered rhetoric, both within and outside the United States. Role of mass media in constructing gender, including how gender is represented in the media and the effects of media representations on actions and attitudes.

Prerequisite: Communication 100 or Gender Studies 200 or consent of instructor.

Taught: Alternate years, 4 semester hours.

354 LEGAL COMMUNICATION

Hunt

Content: Communication processes in the legal field, including the philosophy of the advocacy system, legal interviewing and counseling, alternative dispute resolution (negotiation, mediation, arbitration), trial practices, appellate advocacy.

Prerequisite: Communication 210 or Political Science 255 or consent of instructor.

Taught: Alternate years, 4 semester credits.

355 POLITICAL COMMUNICATION

Hunt

Content: Communication in the political process, especially in campaigning. Campaign finance, consulting, political debates, advertising, stump speaking, legal constraints on political communication, effects of the First Amendment on politics.

Prerequisite: Communication 210 or Political Science 103 or consent of instructor.

Taught: Alternate years, 4 semester credits.

360 PERSUASIVE COMMUNICATION

Hunt

Content: Theory and praxis of persuasive communication in a free society. How symbolic messages influence people's attitudes, beliefs, values, behaviors. Practice in the creation and criticism of persuasive messages.

Prerequisite: Communication 100. Communication 260 or 301 recommended.

Taught: Alternate years, 4 semester credits.

406 RHETORIC, RACE, AND RESISTANCE

Hunt, Reyes

Content: Role of rhetoric in social conflicts regarding issues of race. Theories and strategies of resistance and the implications for political action. Examination of major race and resistance texts.

Prerequisite: Communication 100 or consent of instructor. Communication 301 recommended.

Taught: Alternate years, 4 semester credits.

418 HEALTH COMMUNICATION

Goldsmith

Content: Communication about health and in health contexts as a site for examining broader theoretical processes, including identity management, negotiation of power and solidarity, persuasion, and discursive construction and enactment of cultural values and premises. Topics may include communication in personal relationships and social networks regarding health, illness identity and stigma, patient-provider communication, communication in public health campaigns, and representations of health in mass media.

Prerequisite: Communication 303 or consent of instructor.

Taught: Alternate years, 4 semester credits.

444 PRACTICUM

Staff

Content: Same as Communication 244 but requiring more advanced work.

Prerequisite: Communication 100 and consent of instructor.

Taught: Each semester, 1-4 semester credits. May be repeated for credit.

Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.

460 COMMUNICATION TECHNOLOGY AND SOCIETY

Kaplan

Content: Cultural, political, and economic implications of major communication technology developments from the advent of broadcasting to contemporary telecommunication systems. Effects of technological change on freedom of expression, personal privacy, and equality of access to information and education. Framing public policy guidelines to maximize potential social benefits of new communication technologies. Planning and production of interactive multimedia programs.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

470 POPULAR CULTURE AND SOCIALIZATION

Christenson

Content: Role of the mass media and popular culture in the process of growing up. Television, popular music, and other media as influences in the personal and social lives of children and adolescents. Uses and misuses of empirical research in solving public policy issues related to media and children.

Prerequisites: Communication 100 and 260.

Taught: Alternate years, 4 semester credits.

480 SENIOR SEMINAR

Staff

Content: Advanced research and independent work. Substantial research paper or media project accompanied by a shorter analysis paper. Presentation at a public forum.

Prerequisite: Senior standing.

Taught: Each semester, on a graded basis, 2 or 4 semester credits. May be taken twice for graded credit, for a maximum of 4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Advanced-level independent reading and/or research in an area other than the normal course offerings of the department.

Prerequisites: Junior standing. Consent of instructor.

Taught: Each semester, 1-4 semester credits. Maximum of 4 semester credits, total, in independent study and/or practicum may be counted toward the major.

Computer Science

A curriculum in computer science, leading to the majors in computer science and computer science and mathematics, as well as the minor in computer science, is administered by the Department of Mathematical Sciences. Interested students should consult this catalog under Mathematical Sciences. Students interested in Lewis & Clark's 3-2 cooperative program in computer science should consult this catalog under Engineering.

Core

DIRECTOR OF THE FIRST-YEAR COURSE: KURT FOSSO

Exploration and Discovery, a yearlong course, provides students with a sustained opportunity to develop and hone their college-level skills. Over the two semesters, students engage a diverse array of textual materials that call upon and challenge their critical skills as readers. They also advance their strength and confidence as writers through regular guided practice, constructive feedback from faculty and peers, and opportunities for revision. In the spring semester, students increase their competency in the fundamentals of research, including information literacy. Exploration and Discovery is also designed to help students improve their ability to speak persuasively in formal and informal classroom settings. Accordingly, all sections are capped at 19 students in order to foster thoughtful, focused discussion.

106 EXPLORATION AND DISCOVERY I

Staff

Content: Explores enduring works, questions, and ideas in the liberal arts tradition. The common slate for fall 2008, read in all sections, includes selections from the Bible as well as provocative works by Plato, Sophocles, Virgil, Galileo, Descartes, and Mary Shelley. Themes and topics will vary by section.

Prerequisite: None.

Taught: Annually, 4 semester credits.

107 EXPLORATION AND DISCOVERY II

Staff

Content: Multidisciplinary approaches to studying the human condition in a diverse world. Theme and content vary by section, but all seminars display historical and disciplinary breadth and focus upon topics in the liberal arts tradition.

Prerequisite: None.

Taught: Annually, 4 semester credits.

East Asian Studies

DIRECTOR: ANDREW BERNSTEIN

East Asian studies is an interdisciplinary curriculum in which students concentrate on the study of the region of East Asia, principally China and Japan.

THE MAJOR PROGRAM

Students considering a major in East Asian studies should begin by completing History 110, Religious Studies 242, International Affairs 236, or Sociology/Anthropology 280, and one semester of Chinese or Japanese language study. Students should declare the major by the end of the sophomore year, at which time they must also choose their primary area of concentration.

The major requires five semesters of Chinese or Japanese language, or the equivalent; three years of language, or the equivalent, are strongly recommended. The major also requires a minimum of one semester on an approved overseas study program in East Asia. Students should work with their advisor to ensure that their concentration and overseas study program build a strong foundation for the senior thesis.

The minor in East Asian studies enables students to combine a major in the arts, humanities, social sciences, or sciences with a focus on East Asian studies. The East Asian studies curriculum is organized into the following core courses, concentrations, and South/Southeast Asia courses. See appropriate department listings for course descriptions and prerequisites.

CORE COURSES*East Asian Studies*

Humanities foundation course (see page 78)

Social sciences foundation course (see page 78)

400 Senior Thesis in East Asian Studies

Chinese

310 Readings and Composition in Chinese

Japanese

310 Readings and Composition in Japanese

CONCENTRATION IN FINE ARTS, LITERATURE, AND LANGUAGES*Art*

152 History of Asian Art: China

153 History of Asian Art: Japan and Korea

254 History of Buddhist Art

256 Modern and Contemporary Chinese Art

355 Early Modern Art in Asia and Europe

356 Art of the Print in Early Modern East Asia

451 Special Topics in Art History

Chinese

230 Introduction to Chinese Literature in Translation

290 Topics in Chinese Literature in Translation

410 Advanced Readings in Chinese: Society and Culture

East Asian Studies

156 The Art of Tea in Japanese Culture I

256 The Art of Tea in Japanese Culture II

Japanese

230 Introduction to Japanese Literature in Translation

290 Topics in Japanese Literature in Translation

410 Advanced Readings in Japanese: Society and Culture

420 Advanced Readings in Japanese: Fiction and Nonfiction

Music Performance

193 Japanese Koto

CONCENTRATION IN SOCIAL SCIENCES*Economics*

- 232 Economic Development
- 255 Technology, Institutions, and Economic Growth
- 280 Political Economy of Japan
- 295 Political Economy of South Korea
- 314 International Economics

International Affairs

- 234 Japan in International Affairs
- 236 International Relations of Northeast Asia
- 332 Geopolitics

Sociology/Anthropology

- 273 Japanese Culture: Gender and Identity
- 274 Chinese Culture Through Film
- 280 Gender in Asia
- 353 Popular Culture/Public Protest: China
- 356 Nationalism and Identity: Japan

CONCENTRATION IN RELIGION AND HISTORY*History*

- 110 Early East Asian History
- 111 Making Modern China
- 112 Making Modern Japan
- 209 Japan at War
- 210 China's Golden Age (Tang and Song)
- 211 Reform, Rebellion, and Revolution in Modern China
- 213 Chinese History Through Biography
- 215 Culture and Politics in Japan to 1600
- 310 China Discovers the West: Silk, Jesuits, Tea, Opium, and Milk
- 311 History of Family, Gender, and Sexuality in China
- 313 Religion, Society, and State in Japanese History
- 316 Popular Culture and Everyday Life in Japanese History
- 400 Reading Colloquium (when focus is on East Asia)

Religious Studies

- 242 Religions and Cultures of East Asia
- 243 Buddhism: Theory, Culture, and Practice
- 354 Early Mahayana Buddhism
- 452 Seminar in Asian Religions

SOUTH/SOUTHEAST ASIA COURSES*History*

- 217 The Emergence of Modern South Asia
- 218 Perspectives on the Vietnam War
- 259 India in the Age of Empire, 500-1800

Music Performance

- 121 Gamelan
- 137 Gamelan Class
- 139 Raga and Tala: Music of India
- 196 Sitar

Political Science

- 317 Southeast Asian Politics and Government

Religious Studies

- 241 Religion and Culture of Hindu India
- 243 Buddhism: Theory, Culture, and Practice
- 354 Early Mahayana Buddhism

Sociology/Anthropology

- 281 India in Sociological Perspective

MAJOR REQUIREMENTS

A minimum of 40 semester credits, distributed as follows:

- 1) One humanities foundation course to be chosen from the following: History 110 or Religious Studies 242. Alternatively, other courses taken at Lewis & Clark or abroad may be approved on a case-by-case basis by the program chair.
- 2) One social sciences foundation course: International Affairs 236, Sociology/Anthropology 270, or Sociology/Anthropology 280. Alternatively, other courses taken at Lewis & Clark or abroad may be approved on a case-by-case basis by the program chair.
- 3) Chinese 310 or Japanese 310. (This course, or the equivalent, may be taken on an approved overseas program in East Asia.)
- 4) Five courses (or 20 semester credits) on East Asia to be distributed as follows: three courses (or 12 semester credits) from the student's designated area of concentration; and two courses (or 8 semester credits) outside the concentration. At least two of the five courses must be at the 300 or 400 level, and at least one of these must be in the designated area of concentration.
- 5) One course (or 4 semester credits) focusing on South/Southeast Asia.
- 6) A minimum of one semester overseas on an approved program in East Asia. See the Office of Overseas and Off-Campus Programs for specific program and application information. Two courses taken on an overseas program may be applied to the major, depending on the number and level of courses. Additional offerings may also be accepted as electives at the discretion of the program chair.
- 7) East Asian Studies 400, Senior Thesis in East Asian Studies.

When requirements for two majors overlap, a student must complete at least 28 discrete semester credits in each major. When requirements for a major and a minor overlap, a student must complete at least 28 discrete semester credits in the major and 12 discrete semester credits in the minor.

MINOR REQUIREMENTS

A minimum of 20 semester credits to be distributed as follows:

- 1) One humanities foundation course to be chosen from the following: History 110 or Religious Studies 242. Alternatively, other courses taken at Lewis & Clark or abroad may be approved on a case-by-case basis by the program chair.
- 2) One social sciences foundation course: International Affairs 236, Sociology/Anthropology 270, or Sociology/Anthropology 280. Alternatively, other courses taken at Lewis & Clark or abroad may be approved on a case-by-case basis by the program chair.
- 3) One course (or 4 semester credits) taught in Chinese or Japanese at a level beyond 201, chosen from Chinese 202, 251, 252, 310, 320, and 410; or Japanese 202, 251, 252, 310, 320, 410, and 420. (This course, or the equivalent, may be taken on an approved overseas study program in East Asia.)
- 4) Two courses (or 8 semester credits) focusing on East Asia, at least one of which must be at the 300 or 400 level.

Participation in an East Asian overseas studies program is strongly recommended.

One course taken on an overseas program may be applied to the minor, depending on the number and level. Certain offerings may also be accepted as electives at the discretion of the program chair.

A minimum of 12 semester credits must be discrete to the minor (may not be used in any other set of major or minor requirements).

HONORS

The honors program is based on the senior thesis or project. All East Asian studies majors who have a GPA of 3.500 or higher in the major are eligible. After review by the student's thesis or project faculty supervisor and other members of the sponsoring faculty, theses are nominated for honors. Work judged to be of superior quality merits the award of honors on graduation.

FORTHCOMING OVERSEAS STUDY PROGRAMS

China:

Beijing, fall 2008, spring 2009 (with option of full year)

Hong Kong, fall 2008

Harbin, spring 2009

Japan:

Sapporo, fall 2008

Osaka (Kansai Gaidai), fall 2008, spring 2009 (with option of full year)

Tokyo (Waseda), full year only

(For more information about programs in Japan, see overseas program descriptions under Foreign Languages and Literatures in this catalog.)

SPONSORING FACULTY

Linda Isako Angst, assistant professor of anthropology.

Andrew Bernstein, associate professor of history.

Alan Cole, professor of religious studies.

Keith Dede, associate professor of Chinese.

Michie Shimohara Deeter, instructor in Japanese.

Susan Glosser, associate professor of history.

Martin Hart-Landsberg, professor of economics.

Meiru Liu, instructor in Chinese.

Dawn Odell, assistant professor of art history.

Bruce Suttmeier, associate professor of Japanese.

156 THE ART OF TEA IN JAPANESE CULTURE I

Waldmann

Content: Examination of the traditional art of tea, practiced in Japan for over 400 years, and its interrelationship with Japanese culture. Study of tea masters of the past, famous as performers of the art, arbiters of taste, and confidants of rulers. Aesthetics, philosophy, cultural and political relationships, ceramic arts, architecture, landscape design. Practice of the ritualized forms for making and drinking tea, and forms of social interaction expressed in the practice.

Prerequisite: None.

Taught: Annually, 2 semester credits.

244 PRACTICUM

Staff

Content: Opportunities for well-prepared students to put academic concepts and techniques to work in the private or public sector, or field learning experience combining theoretical concepts and skills learned in the classroom with practical applications, particularly in conjunction with an approved overseas program in East Asia. Specific activities vary. Written report on the practicum experience.

Prerequisite: None. Students must be well prepared prior to enrollment and consult the supervising faculty about the project in advance.

Taught: Annually, 1-4 semester credits, credit-no credit.

256 THE ART OF TEA IN JAPANESE CULTURE II

Waldmann

Content: Continuing exploration of the complex relationship between tea tradition and other Japanese cultural arts. More complex procedures for handling

utensils and preparing tea. How meaning is expressed through gestures and movements. More advanced critical examination of the art, including study of different modes of tea gatherings.

Prerequisite: East Asian Studies 156 or consent of instructor.

Taught: Annually, 1 semester credit.

299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and supervising instructor.

Prerequisite: Consent of instructor.

Taught: Annually, 1-4 semester credits.

400 SENIOR THESIS IN EAST ASIAN STUDIES

Staff

Content: Advanced research and independent work under guidance of faculty supervisor(s), on a topic previously explored in East Asian studies. Production of a carefully researched and reasoned thesis; distribution to convener, faculty supervisor(s), and other class members for assessment. Oral presentation of thesis; written and verbal comments from convener, faculty supervisor(s), and other students. Substantive employment of Chinese or Japanese language in research—including interviews, audiovisual materials, printed material—strongly recommended. When possible, preliminary research conducted on an overseas studies program.

Prerequisites: Humanities foundation course and social sciences foundation course, two courses in student's proposed concentration, two years of Chinese or Japanese, and senior standing, or consent of convener.

Taught: Annually, 2 semester credits per semester, total of 4 semester credits with grade deferred until completion of second semester.

444 PRACTICUM

Staff

Content: Same as East Asian Studies 244, but requiring more advanced work, as approved by supervising faculty.

Prerequisites: Junior standing. Consent of instructor.

Taught: Annually, 1-4 semester credits, credit-no credit.

499 INDEPENDENT STUDY

Staff

Content: Same as East Asian Studies 299, but requiring more advanced work.

Prerequisites: Junior standing. Consent of instructor.

Taught: Annually, 1-4 semester credits.

Economics

CHAIR: JAMES H. GRANT

The Department of Economics offers courses designed to help students understand and evaluate the ways in which human societies organize work, production, and the distribution of income. The department emphasizes the study of contemporary capitalism and the role of markets and government in the economy.

A sound understanding of economics is important for those pursuing careers in business, law, or government. Economics courses at Lewis & Clark emphasize both theory and application. Within the major, students may declare a concentration in one of four specialty areas, described below.

THE MAJOR PROGRAM

The core curriculum begins with the introductory Principles of Economics (Economics 100). Students are then encouraged to explore either the lower-division (200-level) electives or the other required 100- and 200-level core courses (intermediate microeconomics, intermediate macroeconomics, and statistics). Ideally, students interested in majoring in economics will have completed the lower-division core courses and declared their major by the end of the sophomore year. Students also have the option, upon completion of a specified set of electives, of earning a concentration in one of the following subfields of economics: international, management, public policy, or theory. The capstone experience for the economics major is the senior seminar, in which each student develops an original research paper. Students are strongly advised to work closely with members of the economics faculty to plan a program of study tailored to their individual interests.

MAJOR REQUIREMENTS

- 1) A minimum of 44 semester credits, distributed among departmental core courses (Economics 100, 103, 291, 292, 303, and 433), and at least 20 semester credits of economics electives. If a student selects a concentration, 4 semester credits may be taken outside of the department, as noted below. At least 4 semester credits of electives must be selected from within department offerings at the 300 or 400 level.
- 2) Mathematics 131 (Calculus I).
- 3) GPA of 2.000 or higher in courses applied to the major.

Students intending to pursue graduate studies in economics or careers as research economists are strongly encouraged to take additional mathematics courses, particularly calculus, linear algebra, differential equations, and statistics.

AREAS OF CONCENTRATION

Students may choose between a degree in general economics (with no concentration), or a degree with a concentration in one of the following fields: international, management, public policy, or theory. Students choosing general economics must select all 20 of their elective credits from courses offered within the economics department. To qualify for a concentration, the student must, in addition to satisfying the requirements for the major, take four of their five elective courses (16 of 20 elective credits) in the area of their concentration, which may include one course from outside the economics department.

General

All 20 elective credits from within the economics department

International

At least 16 of 20 elective credits from the following:

Economics

- 232 Economic Development
- 255 Technology, Institutions, and Economic Growth
- 256 The Industrial Revolution
- 280 Political Economy of Japan
- 295 Political Economy of Korea
- 314 International Economics

No more than 4 of 20 elective credits from the following:

International Affairs

- 318 Multinational Corporations
- 340 International Political Economy
- 341 Advanced Industrial Economics

Sociology/Anthropology

- 350 Global Inequality

Management

At least 16 of 20 elective credits from the following:

Economics

- 210 Financial Analysis
- 215 Game Theory
- 220 Money and Banking
- 244 Practicum
- 322 Decisions
- 323 Accounting for Financial and Managerial Decisions
- 358 Corporate Finance
- 444 Practicum

No more than 4 of 20 elective credits from the following:

Sociology/Anthropology

- 221 Sociology of Work, Leisure, and Consumption
- 370 American Advertising and the Science of Signs

Public Policy

At least 16 of 20 elective credits from the following:

Economics

- 215 Game Theory
- 220 Money and Banking
- 244 Practicum
- 250 Radical Political Economics
- 260 Environmental and Natural Resource Economics
- 265 Pacific Northwest Policy Issues
- 332 Urban Economics
- 335 Labor Economics
- 365 Public Economics
- 444 Practicum

No more than 4 of 20 elective credits from the following:

Communication

- 460 Communication Technology and Society

Political Science

- 275 Gender and Politics
- 307 Government and the Economy

Theory

At least 16 of 20 elective credits from the following:

Economics

- 215 Game Theory
- 250 Radical Political Economics
- 430 History of Economic Thought
- 434 Mathematical Economics
- 491 Advanced Macroeconomics
- 492 Advanced Microeconomics

No more than 4 of 20 elective credits from the following:

Mathematics

- 132 Calculus II
- 215 Discrete Mathematics
- 225 Linear Algebra
- 235 Differential Equations

Philosophy

- 315 Philosophy of Science

MINOR REQUIREMENTS

A minimum of 24 semester credits distributed as follows:

- 1) Economics 100, 103, 291, and 292.
- 2) An additional 8 semester credits. At least four of these must be at the 300 level or above, chosen from Economics 215, 220, 232, 250, 255, 256, 260, 265, 280, 295, 303, 314, 332, 335, 365, 430, 434, 491, and 492.
- 3) GPA of 2.000 or higher in courses applied to the minor.

Note: Students seeking an economics minor must take three courses (at least 12 semester credits) that are discrete to the minor (not used in any other set of major or minor requirements).

HONORS

The department grants honors on graduation to economics majors who meet the following criteria:

- 1) Complete one of the following four courses with a minimum grade of B: Economics 430, 434, 491, or 492.
- 2) Complete Economics 303 with a minimum grade of B.
- 3) Attain a GPA of 3.500 or higher in all economics courses completed.
- 4) Write an honors-quality senior thesis.

RESOURCES FOR NONMAJORS

Principles of Economics (Economics 100) is an introductory survey course for all students. It explains how a market system organizes the production and distribution of goods and services; what forces shape the overall level of employment, income, and prices in the United States; and how economic policy can be used to achieve the goals the public wants to reach.

Statistics (Economics 103) introduces students to the principles of statistical reasoning and their application to the social sciences. In particular, students learn methods for describing characteristics of large groups of individuals, and for empirically testing differences relevant to economic and social behavior.

Financial Analysis (Economics 210) is an introductory course on the use of accounting information for financial decision making. The focus is on the understanding and use of financial statements.

Many students majoring in other disciplines take more advanced courses in the economics curriculum; these all have Economics 100 as a prerequisite. Courses designed for exploring more general interests include Money and Banking (220); Economic Development (232); Radical Political Economics (250); Technology, Institutional, and Economic Growth (255); The Industrial Revolution (256); Environmental and Natural Resource Economics (260); Political Economy of Japan (280); and Political Economy of Korea (295).

FACULTY

Cliff T. Bekar, associate professor. Economic history, industrial organization, game theory.

Eban S. Goodstein, professor. Environmental and natural resource economics, microeconomic theory, public economics.

James H. Grant, associate professor. Microeconomics, econometrics, labor economics, mathematical economics.

Martin Hart-Landsberg, professor. Political economy, economic development, international economics.

Arthur O'Sullivan, Dr. Robert B. Pamplin Jr. Professor of Economics. Urban economics, regional economics, microeconomic theory.

Harold J. Schleef, associate professor. Finance, statistics, decision making.

100 PRINCIPLES OF ECONOMICS

Bekar, Goodstein, Grant, Hart-Landsberg, O'Sullivan

Content: Introduction to the study of market economies. Microeconomics, including supply and demand, production theory, market structure. Macroeconomics, including economic growth, inflation and unemployment, money and banking, monetary and fiscal policy. Government regulation and policy. Discrimination and poverty, imperfect competition, environmental problems, international competitiveness.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

103 STATISTICS

Grant, Schleef

Content: Theory and applications of statistics and probability used in the study of economics. Descriptive statistics, probability, random variables and their distributions, statistical inference. Applications of statistical inference ranging from estimating the mean from a univariate population to multiple regression analysis.

Prerequisite: Mathematics 055 or equivalent.

Taught: Each semester, 4 semester credits.

210 FINANCIAL ANALYSIS

Staff

Content: The use of accounting information for financial decision making. Understanding and use of financial statements as a primary source of accounting information. Reading and analyzing financial statements of domestic and international firms.

Prerequisite: None.

Taught: Annually, 4 semester credits.

212 ECONOMICS AND CONSUMER DECISIONS

Staff

Content: Introduction to decision-making tools for analyzing individual consumer decisions including strategies for investments in financial instruments, cash and credit management. Preparation and analysis of personal financial statements, budgeting, tax determination, and planning strategies.

Prerequisite: None.

Taught: Every third year, 4 semester credits.

215 GAME THEORY

Bekar

Content: The tools of cooperative and noncooperative game theory. Modeling competitive situations, solution concepts such as Nash equilibrium and its refinements, signaling games, repeated games under different informational environments, bargaining models, issues of cooperation and reputation, evolutionary game theory. Application to economics and other disciplines. Emphasis on quantitative modeling and analytical approaches to strategic thinking.

Prerequisite: Economics 100.

Taught: Annually, 4 semester credits.

220 MONEY AND BANKING

Staff

Content: The operation of the financial sector and its interrelationship with the productive sector. The central institutions of money and banks; the Federal Reserve System and its operation of monetary policy. Keynesian, post-Keynesian, and monetarist theories and their policy implications.

Prerequisite: Economics 100.

Taught: Alternate years, 4 semester credits.

232 ECONOMIC DEVELOPMENT

Hart-Landsberg

Content: Problems of less-developed countries and proposed solutions. Extent and nature of international poverty and inequality, national and international causes of underdevelopment, strategies for development.

Prerequisite: Economics 100.

Taught: Annually, 4 semester credits.

244 PRACTICUM

Staff

Content: Opportunities for well-prepared students to put academic concepts and techniques to work in the private or public sector. Specific activities vary; usually involve work with a public agency or private group.

Prerequisites: Economics 100 or 210. Consent of instructor.

Taught: Annually, 2-4 semester credits.

250 RADICAL POLITICAL ECONOMICS

Hart-Landsberg

Content: Critical connections among different economic structures and dynamics, on one hand, and political strategies and struggles for change, on the other. Economic crisis theory, theories of the state, class and class consciousness, labor, and social movement struggles.

Prerequisite: Economics 100.

Taught: Alternate years, 4 semester credits.

255 TECHNOLOGY, INSTITUTIONS, AND ECONOMIC GROWTH

Bekar

Content: Emergence of modern economic growth in Europe. The roots of the Industrial Revolution over the very long term, 1000 to 1750, through the application of basic economic theory. Causes and consequences of very long-term economic growth. Specific attention paid to technology, institutions, geography, and culture as sources of economic growth. While the geographic focus is European, important cross-sectional work, especially with regard to China, is undertaken.

Prerequisite: Economics 100.

Taught: Alternate years, 4 semester credits.

256 THE INDUSTRIAL REVOLUTION

Bekar

Content: Europe's transition from an agricultural to an industrial society in the 18th century. The roots of modern economic growth in preindustrial Europe, the contributions of science and technology, trade, government, and population. Consequences of industrialization for living standards, both long-run improvements and short-run hardships. Rise of European power abroad and colonial contributions to growth. Focus on the British Industrial Revolution.

Prerequisite: Economics 100.

Taught: Alternate years, 4 semester credits.

260 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Goodstein

Content: An analysis of environmental and resource problems ranging from hazardous waste disposal to air pollution, species extinction to global warming, from an economic perspective. The property-rights basis of pollution problems, environmental ethics, benefit-cost analysis, regulatory policy, clean technology, population growth and consumption, sustainable development.

Prerequisite: Economics 100.

Taught: Annually, 4 semester credits.

265 PACIFIC NORTHWEST POLICY ISSUES

O'Sullivan

Content: Basic economic analysis to explore issues facing the Pacific Northwest. Diagnosis of the problem motivating a policy and evaluation of the merits of the policy solution. Potential issues: financing public education, promoting economic development, protecting natural resources, designing mass transit, providing public support for professional sports, responding to gentrification.

Prerequisite: Economics 100.

Taught: Alternate years, 4 semester credits.

280 POLITICAL ECONOMY OF JAPAN

Hart-Landsberg

Content: Causes and (national and regional) consequences of Japan's economic development. Political, social, and cultural underpinnings of Japanese capitalism; state policies, state-corporate relations, and labor relations system; social and environmental problems and responses; political and economic relations with East Asia.

Prerequisite: Economics 100.

Taught: Every third year, 4 semester credits.

291 INTERMEDIATE MACROECONOMIC THEORY

Staff

Content: Theories and policies of classical, Keynesian, new classical, and new Keynesian economists; national income accounting; IS-LM analysis; aggregate supply and demand; money, interest rates, and investment; government spending and taxation; fiscal and monetary policy.

Prerequisite: Economics 100.

Taught: Each semester, 4 semester credits.

292 INTERMEDIATE MICROECONOMIC THEORY

Goodstein, Grant, O'Sullivan

Content: An analysis of markets and the potential sources of market failure. Demand theory, production theory, market structure, factor pricing, general equilibrium. Principles governing production, exchange, and consumption among individual consumers and firms.

Prerequisite: Economics 100.

Taught: Each semester, 4 semester credits.

295 POLITICAL ECONOMY OF KOREA

Hart-Landsberg

Content: Economic and political developments in South and North Korea. State and society in traditional Korea, socioeconomic legacies of colonial Korea, division of the peninsula following World War II, postwar economic experiences of the two Koreas, Asian models of capitalism and socialism, inter-Korea relations and the relationships of the two Koreas with major powers, especially the United States.

Prerequisite: Economics 100.

Taught: Alternate years, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor.

Prerequisite: Consent of department.

Taught: Annually, 4 semester credits.

303 ECONOMETRICS

Grant

Content: Construction and estimation of empirical models of the economy; using empirical models to test economic hypotheses. Multiple regression analysis, residual analysis, analysis of variance.

Prerequisites: Economics 103. Economics 291 or 292. Mathematics 131.

Taught: Annually, 4 semester credits.

314 INTERNATIONAL ECONOMICS

Hart-Landsberg

Content: Theoretical and practical problems of international economics; ideas and policies governing international trade and finance. Trade theory, foreign exchange markets, balance of payments, transnational corporate activity.

Prerequisite: Economics 291 or 292.

Taught: Annually, 4 semester credits.

322 DECISIONS

Schleef

Content: Quantitative modeling tools applied to economics and management decision making. Deterministic modeling techniques include linear optimization and other techniques from operations research. Models for capturing uncertainty draw upon concepts from statistics and Monte Carlo simulation.

Prerequisite: Economics 103.

Taught: Annually, 4 semester credits.

323 ACCOUNTING FOR FINANCIAL AND MANAGERIAL DECISIONS

Staff

Content: How financial accounting information is used by decision makers outside a firm to analyze the firm's performance. How managers use information to make decisions about planning, operating, and control in the firm. Emphasis on case analysis.

Prerequisite: Economics 210.

Taught: Annually, 4 semester credits.

332 URBAN ECONOMICS

O'Sullivan

Content: Economic aspects of urban areas. Why cities exist and how they interact within a regional economy; the pattern of land use in modern metropolitan areas; the economic forces behind urban problems such as poverty, crime, congestion, and sprawl; evaluation of the merits of alternative policy responses to urban problems.

Prerequisite: Economics 292.

Taught: Alternate years, 4 semester credits.

335 LABOR ECONOMICS

Grant

Content: The operation and political economy of labor markets: supply of and demand for labor, wage determination under various market structures, discrimination, the role of trade unions, the nature of work.

Prerequisite: Economics 292.

Taught: Alternate years, 4 semester credits.

358 CORPORATE FINANCE

Schleef

Content: The role of the financial officer in fulfilling the financial goals of the firm—subject to constraints imposed by technology, market forces, and society.

Short-term financial planning, selection of capital investments, capital structure

planning, cost of funds to the firm. Focus on financial concepts of valuation, investment decisions, financing decisions.

Prerequisites: Economics 103 and 292.

Taught: Annually, 4 semester credits.

365 PUBLIC ECONOMICS

Goodstein, O'Sullivan

Content: Examination of the role of government in a primarily market economy. Microeconomic issues: the provision of public goods; externality problems; the incidence, efficiency, and broader impacts of taxation policy; different approaches to defining fairness in income distribution; economic theories of public choice. Pressing current public-policy issues including health care and education policy, welfare reform, campaign finance, the social security system, defense spending.

Prerequisite: Economics 292 or consent of instructor.

Taught: Alternate years, 4 semester credits.

430 HISTORY OF ECONOMIC THOUGHT

Goodstein

Content: Economic theory and analyses: how events suggested new theory and how new theoretical insights affected economic policies and trends. Economic analysts, including the mercantilists; Smith, Ricardo, and Malthus; Marx; Mill; Walras; neoclassicists; Keynesians.

Prerequisites: Economics 291 and 292. Junior standing.

Taught: Every third year, 4 semester credits.

433 SENIOR SEMINAR

Bekar, Goodstein, Grant, Hart-Landsberg, O'Sullivan, Schleef

Content: Advanced research in economics. Production of a research paper and distribution to instructor and class members. Oral presentation of research paper to students, faculty, and the campus community. The research paper requires students to construct, research, write, and present rigorous analysis on an economic question. Topics chosen by students.

Prerequisites: Economics 103, 291, 292, and 303.

Taught: Annually, 4 semester credits.

434 MATHEMATICAL ECONOMICS

Grant

Content: Mathematical models of economic behavior. Mathematics of microeconomic theory and macroeconomic theory, economic optimization, equilibrium and disequilibrium analysis, probability models, growth theory, dynamic economic modeling.

Prerequisites: Economics 103. Economics 291 or 292. Mathematics 131.

Taught: Alternate years, 4 semester credits.

444 PRACTICUM

Staff

Content: Same as Economics 244 but requiring more advanced work.

Prerequisites: Economics 103, 291, and 292. Consent of instructor.

Taught: Each semester, 2-4 semester credits.

491 ADVANCED MACROECONOMICS

Staff

Content: Topics beyond intermediate macroeconomics including alternate theories of consumption and investment, macroeconomic forecasting, the role of expectations, problems with macro measurements.

Prerequisite: Economics 291.

Taught: Alternate years, 4 semester credits.

492 ADVANCED MICROECONOMICS

Bekar, Hart-Landsberg

Content: Microeconomic strengths and weaknesses of market-directed economic activity. Industrial policy, discrimination in labor markets, impact and role of trade unions, welfare economics.

Prerequisite: Economics 292.

Taught: Alternate years, 4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Same as Economics 299 but requiring more advanced work.

Prerequisite: Consent of department.

Taught: Annually, 4 semester credits.

Education

CHAIR: VERN JONES

The Department of Education, located in the Lewis & Clark Graduate School of Education and Counseling and housed in Rogers Hall, offers several courses for undergraduates who wish to explore teaching as a career. All students who are interested in a master's degree in teaching are encouraged to take Education 201 and 446. Students interested in a teaching career in middle or high school are encouraged to choose an undergraduate major related to the subjects they wish to teach. Prospective elementary school teachers should take courses from many disciplines, including mathematics and science. Teacher education faculty members will assist students in selecting undergraduate coursework that might best support a career in elementary or secondary school teaching.

Lewis & Clark also offers two yearlong graduate programs in teacher education, both leading to a master's degree and recommendation for an initial teaching license. Undergraduate students at Lewis & Clark may apply for admission to either program in the fall of their senior year. Ten percent of the admissions spots in the preservice M.A.T. programs are reserved for qualified Lewis & Clark undergraduates. The Teacher Education Program is accredited by both the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teachers Standards and Practices Commission (TSPC).

The Early Childhood/Elementary Intern Program prepares students to teach children from age 3 through grade 8 in an elementary school or in grade 5 or 6 in a self-contained classroom in a middle school. The Middle Level/High School Intern Program prepares candidates to teach students in specific subjects in middle, junior high, and high schools. An Oregon teaching license can be used to obtain licensure to teach in most other states.

To be considered for admission to either of the M.A.T. programs that lead to the Oregon Initial Teaching License, an applicant must have the following:

- 1) A cumulative GPA of 2.750 or higher.
- 2) Experience with youth, preferably in classroom settings.
- 3) Three letters of recommendation, including at least one from a person who has observed the applicant's work with youth.
- 4) Passing scores on state-required tests. Candidates should contact the Teacher Education Program at 503-768-6100 for current information and testing dates. Application must be submitted by the first Monday in January of the senior year.

FACILITIES

All of Lewis & Clark's teacher education programs draw extensively upon public and private school personnel, facilities, and resources for field-based practica.

FACULTY

Charles R. Ault Jr., professor. Science education.

Janet Bixby, assistant professor. History, social studies, curriculum.

Kimberly Campbell, assistant professor. Literature and secondary language arts.

Linda Christensen, instructor. Literacy and social justice. Director of Oregon Writing Project.

Paul Copley, instructor. Social studies.

Cynthia Cosgrave, instructor. ESOL/bilingual education.

Andie Cunningham, instructor. Reading and literacy.

Melina Dyer, instructor. Elementary education, math education.

Sara Exposito, assistant professor. ESOL/bilingual education.

Alejandra Favela, assistant professor. ESOL/bilingual education.

Kasi Fuller, assistant professor. Math education.

Jan Glenn, instructor. Art education.

Dale W. Holloway, coordinator of student support services. Students with special needs.

Brynna Hurwitz, instructor. Coordinator, College of Arts and Sciences education course offerings.

Louise Jones, instructor. Classroom management, elementary social studies.

Vern Jones, chair and professor. Classroom management, educating students with emotional and behavioral problems.

Christine Moore, instructor. Special education.

Melanie Quinn, instructor. Elementary education, language and literacy.

Ruth Shagoury, Mary Stuart Rogers Professor of Education. Language arts education, reading and literacy, teacher research.

Gregory A. Smith, professor. Educational policy, curriculum and instruction, place-based education, school-community relations.

Zaher Wahab, professor. Foundations of education; race, culture, and power; education reform.

201 EDUCATION IN MODERN SOCIETY

Staff

Content: Critical issues in education and student experience in schools as observers and participants. Readings and reflective discussion about social and political forces that shape schooling. Students meet in seminars to share experiences in schools and participate in activities that advance understanding of the complexity and art of teaching. Practicum placements arranged through Migrant Education in Portland Public Schools; four to six hours per week in addition to class time.

Prerequisite: None.

Taught: Each semester, 3 semester credits.

275 DEVELOPING THE POTENTIAL OF THE LEARNING-DISABLED CHILD

Holloway

Content: The special needs of learning-disabled children and youth (K-12). Teams of two or three students develop and direct activities to teach educational and social skills to age-grouped learning-disabled children in the community. Students meet in the seminar two hours a week, with leadership team once a week, with the children approximately every three weeks on Saturday afternoons.

Prerequisite: Consent of instructor.

Taught: Each semester, 2 semester credits. May be taken twice for credit.

446 INQUIRY INTO TEACHING AND LEARNING

Staff

Content: In-depth independent study continuing practicum field experience begun in Education 201. Educational theories of John Dewey, the “father of progressive education.” Current educational theory and reform legislation. Reflection on students’ emerging beliefs about schools and teaching. Research project employing practical applications of theory and personal pedagogy. Students required to complete 30 hours of practicum experience and present the research project to colleagues at end of semester. Weekly seminar meetings; written assignments based on readings and practicum activities.

Prerequisites: Education 201. Sophomore, junior, or senior standing.

Taught: Annually, 3 semester credits.

450 PHILOSOPHY AND PRACTICE OF ENVIRONMENTAL/ECOLOGICAL EDUCATION

Smith

Content: Overview of current theories about the role of education in developing ecologically literate citizens. The origins of environmental education; consideration of “ecological” education. Focus on relationships between human beings and the natural world, and among human beings. Cultural factors that may bear on the causes and solutions of environmental problems. Students complete a 15-hour practicum in the classroom of a Portland-area teacher who incorporates environmental or place-based studies as a central part of his or her curriculum.

Prerequisites: Education 201. Sophomore, junior, or senior standing.

Taught: Alternate years, 3 semester credits.

Engineering

COORDINATOR: STEPHEN L. TUFTE

See also *Mathematical Sciences, Chemistry, and Physics.*

For students seeking a traditional engineering background leading to certification, Lewis & Clark has joined several nationally recognized engineering schools to offer a cooperative program that provides students with the advantages of a liberal arts education as a complement to rigorous studies in engineering. This engineering program, commonly referred to as the “3-2 Program,” enables a student to complete three years of study at Lewis & Clark, followed by two years at the engineering school. The student earns a degree from each school. Lewis & Clark cooperates in this program with four institutions: Columbia University in New York, Washington University in St. Louis, the University of Southern California in Los Angeles, and the OGI School of Science & Engineering in Beaverton, Oregon.

In the 3-2 programs with Columbia, Washington, and Southern California, the student earns one bachelor’s degree from Lewis & Clark and one from the engineering school. Some of these schools also provide 4-2 options in which the student may complete a four-year degree at Lewis & Clark and then enter a two-year program toward either the bachelor’s or the master’s degree in engineering. OGI offers graduate degrees in select fields. Lewis & Clark’s 3-2 agreement with OGI provides for a bachelor-master program in computer science and engineering.

The existence of a formal 3-2 or 4-2 agreement between Lewis & Clark and these four institutions essentially assures students admission to engineering schools upon completing a required set of courses with a satisfactory GPA, typically 3.000, and the recommendation of the Lewis & Clark faculty. In addition, Lewis & Clark students sometimes enroll in engineering schools at other institutions upon graduation or by transfer. The preengineering advisor

(the coordinator of the engineering program) works with students individually, helping them evaluate the relative merits of various options. Students are kept informed about the program through regular mailings and annual visits from representatives of the engineering schools.

Students interested in these programs should meet with the preengineering advisor as soon as they enroll at Lewis & Clark. Preengineering students generally take mathematics (through differential equations), chemistry, physics, and computer science. Students are strongly encouraged to take full advantage of Lewis & Clark’s diverse course offerings in the arts, humanities, and social sciences during their studies.

Note: Because Lewis & Clark does not offer a “preengineering” major, students must choose a standard Lewis & Clark major such as mathematics, chemistry, physics, or economics. They must plan a course of study that will enable them to meet the requirements of the engineering school and complete all but two or three courses of those required for the Lewis & Clark major. Preengineering students must also meet all of Lewis & Clark’s General Education requirements.

Students in the 3-2 program must spend a minimum of four full semesters at Lewis & Clark (excluding summer session) and complete 93 semester credits before proceeding to the engineering school. For these students, Lewis & Clark waives its senior-year academic residency requirement, and the chair of the student’s major department evaluates courses at the engineering school as substitutes for completing the student’s Lewis & Clark major requirements.

PROGRAM REQUIREMENTS

Although students may graduate with any Lewis & Clark major, they should plan their schedules so as to complete the following courses by the end of the junior year. Since each school has different requirements, students should consult with the preengineering advisor as early as possible to plan the most effective and profitable course of study at Lewis & Clark.

- 1) Chemistry 110 and 120 (some programs require only one semester of chemistry).
- 2) Computer Science 171.
- 3) Mathematics 131, 132, 233, and 235. Mathematics 225 is recommended.
- 4) Physics 141 and 142, or Physics 151, 152, 251, and 252. Physics 201 is recommended.
- 5) Recommended for chemical engineering programs: Chemistry 210, 220, 310, and 320.
- 6) Recommended for computer science programs: Computer Science 172, 373, and 383; Mathematics 215.
- 7) Recommended for electrical and electronic engineering programs: Physics 331, and 332.
- 8) All of the programs require four or five courses in the arts, humanities, and social sciences. Washington University requires at least two courses in the humanities, at least two courses in the social sciences, and at least one of these at the junior or senior level.
- 9) Columbia University requires one course in economics.

English

CHAIR: RISHONA ZIMRING

The Department of English acquaints students with a wide range of English and American literature from a variety of perspectives. The department teaches students to read literary texts and to write effectively and persuasively about literature and its relation to human experience. English courses also share the goal of helping students read, think, speak, and write critically.

The department has a strong commitment to the teaching of writing in its literature courses. In addition, courses in creative writing provide an opportunity for majors interested in writing poetry and fiction to develop their skills to an advanced level. Some of the creative writing courses also satisfy Lewis & Clark's creative arts requirement.

THE MAJOR PROGRAM

Students are encouraged to declare the major in the sophomore year. The department requires that students interested in an English major take the two-semester sequence Major Periods and Issues (English 205, 206) in the sophomore year, if possible, and no later than the junior year. During this course and in close consultation with an advisor, the students should chart a program of courses that will satisfy major requirements.

During their senior year, usually in the fall semester, majors take the senior seminar. Though seminars vary in focus and content, each addresses its subject in the context of current critical discourse and requires students to write a long research-based paper. Each seminar gives students the experience of engaging in advanced research, developing independent critical perspectives, and sharing ideas with a small number of students in a seminar setting.

Within the major itself, students may shape their program in a number of ways. A concentration in writing and literature incorporates both creative writing courses and literature courses appropriate to a particular student's interest. A concentration in British and American literature combines courses calculated to strengthen the student's understanding of literary history and the major writers in British and American literature. These concentrations indicate two of the emphases possible within the English curriculum, though they are not intended as binding tracks. On the contrary, students are urged to work out a major concentration that best suits their individual interests.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), including the following:

- 1) English 205 and 206.
- 2) At least four courses at the 300 level or higher, including two courses in British literature before 1800 (310, 311, 313, 330, and 331 or 332) and one course in American literature (320, 321, 322, 323, 324, and 326). Major figures (333) and special topics (398) courses may be applied to either requirement when the subject matter is appropriate. Either 331 or 332 may be taken to fulfill half of the two-course, pre-1800 requirement, but students cannot fulfill the entire requirement by taking both courses.
- 3) English 450, to be taken in the senior year.
- 4) Three elective courses from any English department offering (excluding 244, 444 and 299, 499).

MINOR REQUIREMENTS

A minimum of 24 semester credits (six courses), including the following:

- 1) English 205 or 206.
- 2) One 300-level course in English or American literature.
- 3) Four elective courses at the 200 level or higher, including creative writing courses.

HONORS

The senior seminar enables students to synthesize a particular program of study, complete a significant piece of original work, and be recognized for this accomplishment. Honors will be awarded by the department to seniors who have a 3.500 or above GPA in the major and who do outstanding work in their senior seminar. Honors students make oral presentations of their senior seminar papers to the department.

RESOURCES FOR NONMAJORS

All of the department's course offerings are open to nonmajors except the senior seminar. Preference is given to majors and minors for enrollment in the Major Periods and Issues sequence (English 205, 206).

FACULTY

Lyell Asher, associate professor. Renaissance English literature, Shakespeare.
John F. Callahan, Morgan S. Odell Professor of Humanities. Post-Civil War and 20th-century American literature, African American literature.
Rachel Cole, assistant professor. 19th-century American literature.
Kurt Fosso, associate professor. British romantic literature, critical theory.
Karen Gross, assistant professor. Medieval literature.
Susan Kirschner, senior lecturer. Prose writing.
Will Pritchard, assistant professor. Restoration and 18th-century literature and culture.
Mary Szybist, assistant professor. Modern poetry, poetry writing.
Pauls Toutonghi, assistant professor. Fiction, expository writing, creative writing.
Rishona Zimring, associate professor. Modern British literature, postcolonial literature.

VISITING FACULTY

Jerry Harp, visiting assistant professor of humanities. Renaissance, 17th-century, poetry.
Andrea Hibbard, adjunct professor of humanities. Victorian literature and culture, law and literature, women's studies.

100 TOPICS IN LITERATURE

Staff

Content: Emphasis on a particular theme or subgenre in literature to be chosen by the professor. Recent topics have included Heroines in British Fiction, Literature and the Environment, Love and the Novel, History of the Lyric Poem, and Literature of Immigration.

Prerequisite: None.

Taught: Alternate years, 4 semester credits. May be taken twice for credit with change of topic.

105 THE ART OF THE NOVEL

Asher, Pritchard

Content: A study of major works in English, American, and European fiction, from the 17th century to the present. Goals include increasing awareness of the particular kinds of knowledge and perception that the novel makes available; considering the variety of ways in which novels braid moral and aesthetic concerns; understanding how novels respond both to everyday human experience and to previous literary history; and heightening appreciation for the range of pleasures that the novel can afford. Writers may include Cervantes, Sterne, Austen, Flaubert, Kafka, Woolf, Nabokov, Kundera, Pynchon.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

200 INTRODUCTION TO THE SHORT STORY

Toutonghi

Content: Elements of fiction such as plot, character development, descriptive language, and voice. Emphasis on craft-based exercise. Extensive reading of short stories, culminating in the writing and revision of a final story.

Prerequisite: None.

Taught: Annually, 4 semester credits.

201 INTRODUCTION TO POETRY AND POETRY WRITING

Szybist

Content: Elements of poetry such as imagery, rhythm, tone. Practice in the craft. Frequent references to earlier poets.

Prerequisite: None.

Taught: Annually, 4 semester credits.

205, 206 MAJOR PERIODS AND ISSUES IN ENGLISH LITERATURE

Asher, Cole, Fosso, Gross, Pritchard, Zimring

Content: Introduction to ways of reading and writing about literature; historical development of English literature. Fall: Middle Ages to end of 17th century.

Spring: Romantic period to middle of 20th century.

Prerequisites: Sophomore standing. For English 206, completion of English 205 or consent of instructor.

Taught: Annually, 4 semester credits each. Enrollment preference given to English majors and minors.

208 PROSE WRITING: CREATIVE NONFICTION

Kirschner

Content: Writing in the genre known variously as the personal essay or narrative, memoir, autobiography, to introduce students to traditional and contemporary voices in this genre. Daily writing and weekly reading of exemplars such as Seneca, Plutarch, Montaigne, Hazlitt, Woolf, Soyinka, Baldwin, Walker, Hampl, Dillard, Selzer, Lopez.

Prerequisite: Sophomore standing.

Taught: Annually, 4 semester credits.

209 INTRODUCTION TO AMERICAN LITERATURE

Callahan, Cole

Content: Survey of major periods and issues in American literature, from the Puritan theocracy and early Republican period through American Romanticism and Modernism. Authors may include Edwards, Franklin, Emerson, Whitman, Dickinson, Twain, Cather, Williams, Faulkner, Wright, Ellison.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

234 STRANGE BEDFELLOWS IN POETRY: FROM DONNE TO JORIE GRAHAM

Szybist

Content: How poets of different eras have worked with similar themes, techniques, traditions. Possible groupings include Poetics of Prophecy (William Blake, Walt Whitman, Allen Ginsberg); Poetry of Meditation (George Herbert, Elizabeth Bishop, Jorie Graham); Textual Indeterminacy (Christopher Smart, Emily Dickinson, John Ashbery); Vicissitudes of Aristocracy (Queen Elizabeth I, Sir Philip Sidney, Lord George Byron, Robert Lowell); Representations of Race (Phillis Wheatley, Langston Hughes, Derek Walcott, Rita Dove); Shifting Personae (William Butler Yeats, John Berryman); Plays of Wit (John Donne, W.H. Auden, Philip Larkin).

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

243 WOMEN WRITERS

Staff

Content: Varies according to instructor. May focus on the common themes and patterns of influence in British, American, or international literature by women, or on close scrutiny of two or more authors. May focus in some years exclusively on fiction and prose writers, in other years on women poets.

Prerequisite: None.

Taught: At least every other year, 4 semester credits.

244 PRACTICUM

Zimring

Literary Review

Content: Production of a first-rate literary review. In weekly workshops, students gain some familiarity with all the processes involved (editorial, layout, printing, business, distribution) and intimate experience with at least one.

Prerequisite: None.

Taught: Each semester, 1 semester credit. May be taken four times for credit.

Peer Tutoring in Writing

Content: Designed for any student interested in learning theories and methods for teaching writing one-on-one; required of students interested in becoming tutors in the Writing Center. Social dimensions of a tutorial, including a Writing Center user's perceptions of good writing and the writing process, his or her perception of the role of the tutor, how all of these elements affect a writing conference. Rhetorical dimensions of writing, including strategies and techniques to help student writers solve their own problems.

Prerequisite: Consent of instructor.

Taught: Annually, 2 semester credits.

250 INTRODUCTION TO SHAKESPEARE

Staff

Content: Plays representing the several types Shakespeare wrote—histories, comedies, tragedies, romances. Usually covers eight plays and selected sonnets and poems. May include class performance sessions, discussion of video and film. Summer course includes trip to the Oregon Shakespeare Festival.

Prerequisite: None.

Taught: Every third year, 4 semester credits.

279 CLASSICAL BACKGROUNDS

Asher, Fosso, Gross

Content: A study of epic, drama, and poetry from the Greek and Latin classics. Writers may include Homer, Hesiod, Sappho, Aeschylus, Sophocles, Virgil, Horace, Ovid.

Prerequisite: None.

Taught: At least every other year, 4 semester credits.

280 THE MEDIEVAL WORLD

Gross

Content: An introduction to the world of the Middle Ages in Europe and in England. Exploration of the richness of the medieval experience through manuscripts, visual arts, music, architecture. May focus on a particular theme set by the instructor, including the cult of the saints; interactions among Christians, Jews, and Muslims; medieval cities; travel and pilgrimage; court culture; rural life; chivalry and romance; university culture and medieval education; popular devotional practices. Possible authors may include Chretien de Troyes, Marie de France, Dante, Boccaccio, Petrarch, Julian of Norwich, Geoffrey Chaucer, William Langland, Ibn Battuta.

Prerequisite: None.

Taught: At least every other year, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor.

Prerequisite: Consent of instructor.

Taught: Annually, 1-4 semester credits.

300 FICTION WRITING

Toutonghi

Content: Discussion and small-group workshop. Required reading aloud from an anthology, with student-led discussion of authors' texts. Daily exercises in various elements of short fiction, graduating to full-length stories; emphasis on revision. All students write evaluations of peers' work and participate in oral critique.

Prerequisite: English 200 or consent of instructor.

Taught: Annually, 4 semester credits.

301 POETRY WRITING

Szybist

Content: Discussion of student work with occasional reference to work by earlier poets. Students develop skills as writers and readers of poetry.

Prerequisite: English 201 or consent of instructor.

Taught: Annually, 4 semester credits.

310 THE MIDDLE ENGLISH PERIOD

Gross

Content: Introduction to the major genres of English literature from the 13th through the 15th centuries. Political, social, historical, and religious contexts that affected the emergence of English as a literary language and that shaped the lyric, drama, narrative poetry, and prose writing of the period. Readings, all in Middle English, include *Sir Gawain and the Green Knight*, *Pearl*, William Langland's *Piers Plowman*, Julian of Norwich's *Revelations*, *The Book of Margery Kemp*, *Sir Orfeo*, *St. Erkenwald*, Chaucer's *Troilus and Criseyde*, and shorter poems, as well as selected plays, romances, lyrics, sermons, and tracts.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

311 LITERATURE OF THE ENGLISH RENAISSANCE

Asher

Content: Developments in poetry, fiction, and drama during the Elizabethan period and the 17th century. Genres such as the sonnet and sonnet sequences, the pastoral, heroic and Ovidian verse, satire; examples from non-Shakespearean dramatists, comedy, tragedy. May include Browne, Donne, Herbert, Jonson, Marlowe, Marvell, Milton, Raleigh, Sidney, Spenser, Surrey, Wyatt.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

312 THE EARLY ENGLISH NOVEL

Pritchard

Content: Traces the process by which, over the course of the 18th century, the novel became Britain's preeminent genre. Topics include the relation of novel to romance, debates over the morality of fiction, claims of novels not to be novels, women as readers and writers, and the period's various subgenres (e.g., epistolary novel, gothic novel, sentimental novel). Authors include Aphra Behn, Daniel Defoe, Eliza Haywood, Samuel Richardson, Henry Fielding, Charlotte Lennox, Laurence Stern, Horace Walpole, Frances Burney, Jane Austen.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

313 RESTORATION AND 18TH-CENTURY LITERATURE

Pritchard

Content: An introduction to British literature written between 1660 and 1800 (i.e., between John Milton and Jane Austen). Covers the full range of the period's genres, except for the novel, and includes many of the period's major authors (John Bunyan, John Dryden, Aphra Behn, William Congreve, Jonathan Swift, Alexander Pope, John Gay, Thomas Gray, Samuel Johnson). Topics include the tension between Puritanism and Libertinism, the relation of 18th-century authors to their classical forbears, the contrast between country and city, and the growth of England's empire.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

314 THE ROMANTICS

Fosso

Content: British writers circa 1785 to 1834, an era of "imagination" and "feeling" as well as of revolution, war, and social change. Authors may include Blake, Wordsworth, Coleridge, Austen, Keats, the Shelleys, Byron, Hemans.

Prerequisite: Junior standing or consent of instructor.

Taught: At least every other year, 4 semester credits.

315 THE VICTORIANS

Fosso, Gross

Content: Major Victorian writers and their responses to social and economic conditions. May include the Brontës, Eliot, Dickens, Nightingale, Hardy, Tennyson, Browning, Carlyle, Ruskin, Mill, Arnold, Gaskell, Mayhew, Gissing.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

316 20TH-CENTURY BRITISH LITERATURE, EARLY

Zimring

Content: Major British and Irish writers of the first part of this century whose responses to such major events as World War I shape the conventions of 20th-century British literature, in particular modernism. Conrad, Yeats, Woolf, Joyce, Lawrence, Forster, Eliot, Auden, Rhys, Ford, Mansfield.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

317 20TH-CENTURY BRITISH LITERATURE, POST-WORLD WAR II

Zimring

Content: Survey of British fiction after the Second World War, covering such topics as fictional form (realism, fantasy, metafiction); class relations; national identity and multiculturalism; narratives of sexual identity; the politics of country/city representations; writers and social responsibility; youth, age, generations; subcultures; postwar British cinema. Authors include Graham Greene, Irish Murdoch, Ian McEwan, Martin Amis, Kazuo Ishiguro, A.S. Byatt, Jeanette Winterson.

Prerequisite: Junior standing or consent of instructor.

Taught: Every third year, 4 semester credits.

318 MODERN POETRY

Szybist

Content: Significant modern British and American figures and more recent poets. May include Owen, Auden, Kavanagh, Williams, Stevens, Moore, Bishop, Roethke, Plath, Levertov.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

319 POSTCOLONIAL LITERATURE: ANGLOPHONE AFRICA, INDIA, CARIBBEAN

Zimring

Content: Post–World War II literary works and essays exploring the literary and cultural issues raised by the collapse of the colonial world order. Western travel and primitivism; decolonization and national allegories; authenticity and the invention of tradition; immigrant dreams; constructions of race; women and the nation; adolescence and the novel of education. Rhys, Rushdie, Emecheta, Coetzee, Achebe, Ghosh.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

320 EARLY AMERICAN LITERATURE

Cole

Content: American literature in English from exploration and colonization through the beginning of the 19th century. Texts include autobiographies, sermons, captivity narratives, essays, poems, and novels. Topics include contemporary literary definitions of America (as land, a set of colonies, a nation, a culture, an ideology); the definition of American literature (What are our criteria of inclusion? How are those criteria conditioned by the structure of academic discourse?); how literature of the period imagines the relationships between European and indigenous populations; how it imagines the relationship of America to Europe; how it reflects variant ideologies (both religious and secular) within the colonies and later the republic; the significance of the tensions between these ideologies for concepts that remain current in American discourse today (the individual, the new world, freedom, agency, the frontier).

Prerequisite: Junior standing or consent of instructor.

Taught: Every third year, 4 semester credits.

321 PRE–CIVIL WAR AMERICAN LITERATURE

Cole

Content: A study of American literature in the decades preceding the Civil War. Texts include transcendentalist essays (Emerson, Fuller, Thoreau); adventure, romance, and protest novels (Hawthorne, Poe, Sedgwick, Stowe); short stories (Davis, Melville); poems (Dickinson, Whitman); and a slave narrative (Douglass). Topics include literary contributions to contemporary debates over religion, national expansion, national identity, slavery, and the rise of women and labor; the influence on those contributions of Puritanism and other early-American ideologies in combination with British Romanticism and 18th- and 19th-century philosophy; variant literary articulations of concepts that remain current in American discourse today (the individual, freedom, law, the family, opportunity, happiness).

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

322 POST–CIVIL WAR AMERICAN LITERATURE

Callahan, Cole

Content: American literature as it reflects cultural and historical events such as reconstruction, industrialization, Western expansion, the women's rights movement. Aesthetic issues such as the rise of realism and naturalism. Cather, Chesnutt, Chopin, Crane, Douglass, Dreiser, DuBois, James, Jewett, Melville, Norris, Twain, Wharton.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

323 MODERN AMERICAN LITERATURE, 1900 TO WORLD WAR II

Callahan

Content: American literature in the first half of the 20th century as it is shaped by American writers' growing familiarity with European modernism, with the failure of Victorian values exposed by World War I, and with the increasing presence of women and minority writers. Anderson, Cather, Dos Passos, Faulkner, Fitzgerald, Hemingway, Hurston, LeSueur, Stein, Steinbeck, Toomer, West, Wright.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

324 MODERN AMERICAN LITERATURE, POST–WORLD WAR II

Callahan

Content: American literature in the second half of the 20th century as writers respond to such historical and cultural forces as the civil rights movement, the women's movement, the Vietnam War. Aesthetics of postmodernism and the breakdown and mingling of traditional literary genres. Baldwin, Barth, Bellow, Doctorow, Ellison, Erdrich, Lowell, Mailer, Morrison, O'Connor, Olsen, Plath, Salinger, Silko, Walker.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

326 AFRICAN AMERICAN LITERATURE

Callahan

Content: The African American literary tradition from the late 19th century to the present. Points of contact with, and departure from, the rest of American literary history with emphasis on the black oral tradition, particularly the pattern of call-and-response as writers adapt it to the literary forms of fiction and poetry from spirituals, work songs, blues, jazz, and storytelling. May include Baldwin, Baraka, Brooks, Brown, Chesnutt, Dove, DuBois, Dunbar, Ellison, Gaines, Harper, Hayden, Hughes, Hurston, Charles Johnson, James Weldon Johnson, Knight, Morrison, Toomer, Walker, Williams, Wilson, Wright.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

330 CHAUCER

Gross

Content: The poetry of Chaucer in its literary, historical, social, and religious contexts. Topics may include the relationship between the sacred and the profane, the representations of men and women in 14th-century English society, the rise of the vernacular in the later Middle Ages, medieval attitudes towards poetry and authorship, the influence of continental European literary forms on English traditions, manuscript culture and ways of reading and writing before the advent of printing, the characteristics of different medieval literary genres, and the critical reception of Chaucer. Readings, predominantly from *The Canterbury Tales*, are in Middle English.

Prerequisite: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

331 SHAKESPEARE: EARLY WORKS

Asher

Content: Critical reading of plays representative of the development of Shakespeare's comedies, histories, and tragedies. Usually covers six or seven plays and selected poetry, typically including *The Merchant of Venice*, *All's Well That Ends Well*, *Twelfth Night*, *Henry IV*, *Hamlet*, *Othello*.

Prerequisite: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

332 SHAKESPEARE: LATER WORKS

Asher

Content: Critical reading of plays representative of the development of Shakespeare's comedies, tragedies, romances. Usually covers six or seven plays and selected poetry from 1604 to 1611, typically including *Measure for Measure*, *King Lear*, *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *The Winter's Tale*, *The Tempest*.

Prerequisite: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

333 MAJOR FIGURES

Cole, Fosso, Pritchard, Toutonghi, Zimring

Content: Detailed examination of writers introduced in other courses. Figures have included Austen, Blake, the Brontës, Ellison, Faulkner, Hemingway, Joyce, Woolf.

Prerequisite: Junior standing or consent of instructor.

Taught: At least every other year, 4 semester credits. May be repeated for credit with change of topic.

340 TOPICS IN LITERARY THEORY/CRITICISM

Fosso, Staff

Content: Emphasis on a particular topic in literary theory and criticism, to be chosen by the professor. Topics may include theories of meaning, literature and ethics, feminist literary theory, and theories of value.

Prerequisite: Junior standing or consent of instructor.

Taught: At least every other year, 4 semester credits. May be taken twice for credit with change of topic.

401 ADVANCED POETRY WRITING

Szybist

Content: An opportunity for experienced student writers to develop their skills as poets and to work on a sustained project. A workshop in which at least half of class time will be spent discussing student writing, with an emphasis on revision. Work will include the examination of literary models.

Prerequisites: English 301. Consent of instructor.

Taught: Annually, 4 semester credits.

402 ADVANCED FICTION WRITING

Toutonghi

Content: Students will complete a long project (a collection of short stories, a novella or the beginning of a novel, or some combination thereof). Workshop format plus additional reading as needed.

Prerequisites: English 200 and 300. Consent of instructor.

Taught: Annually, 4 semester credits.

444 PRACTICUM

Staff

Content: Experience in editing, writing, and other aspects of publishing. Specifics vary depending on placement with a sponsoring publishing house, journal, or related enterprise.

Prerequisite: Junior standing or consent of instructor.

Taught: Annually, 1-4 semester credits.

450 SENIOR SEMINAR

Staff

Content: Varies in focus and content. Subjects addressed in the context of current critical discourse. Students write a long research-based paper.

Prerequisites: English 205 and 206.

Taught: Annually, 4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Same as English 299 but requiring more advanced work.

Prerequisites: Junior standing or consent of instructor.

Taught: Annually, 1-4 semester credits.

English as a Second Language

See *Academic English Studies* in this catalog.

Environmental Studies

DIRECTOR: JAMES D. PROCTOR

Environmental studies situates environmental problems and solutions in a scholarly context and works alongside other academic disciplines to build a more livable world. The field crosses traditional disciplinary boundaries, as deeper understanding of environmental problems and solutions requires attention to a wide range of concepts and analytical methods that span the sciences and humanities.

The Environmental Studies Program benefits from the participation of many departments in the College of Arts and Sciences, as well as the School of Law and Graduate School of Education and Counseling. We offer students opportunities for environmental research and engagement on campus, in nearby Tryon Creek State Park, in the Portland metropolitan area, in the greater Pacific Northwest, and in conjunction with Lewis & Clark's Overseas and Off-Campus Programs. The Environmental Studies Program combines intellectual rigor and breadth with practical experience in a vibrant, transdisciplinary field of scholarly inquiry.

The educational objective of the Environmental Studies Program is to provide resources and cultivate an atmosphere whereby students (1) appreciate the intellectual and practical complexities of environmental problems and solutions, (2) master key concepts and methods of environmental analysis drawn from, and integrating, a broad range of disciplines, and (3) fuse this background knowledge and analytical ability with leadership and communication skills to successfully devise and implement creative, academically grounded solutions to environmental problems.

A major in environmental studies is appropriate for students who desire future employment in the environmental arena or who want a broad, systematic liberal arts background to support further scholarly study in related natural science, social science, and humanities fields.

THE MAJOR PROGRAM

The major includes core courses in environmental studies, breadth courses in the natural sciences, social sciences, and humanities, and a concentration or second major. In order to build an intellectually coherent understanding of environmental problems and solutions, core courses are designed to weave together concepts and skills drawn from breadth course fields. The core sequence starts with a broad introductory course followed by development of quantitative and qualitative analytical skills and advanced treatment of envi-

ronmental problems and solutions. It culminates with a senior thesis representing original scholarly research on a topic of practical relevance. Breadth courses in fields including biology, geology, economics, sociology, international affairs, history, and philosophy provide important discipline-specific tools for environmental analysis. As preparation for research culminating in the senior thesis, students choose courses defining a concentration or complete a second major in order to gain greater depth in one particular subfield of environmental studies.

All environmental studies majors are strongly urged to complete Mathematics 131 (Calculus I) to fulfill the Category B graduation requirement for scientific and quantitative reasoning.

MAJOR REQUIREMENTS

A minimum of 63 semester credits, including the following:

- 1) Twenty-one semester credits of core environmental studies courses, including Environmental Studies 160, 220, 310, 320, and 400, plus 499 (a 1-credit independent study as preparation for 400). Ideally, 160 should be taken during the freshman year, 220 and 310 during the sophomore year, 320 during the junior year, and 400 during the senior year. This schedule may be adjusted to account for overseas study, which all majors are urged to pursue in conjunction with a number of environmental research opportunities. (See below.)
- 2) Twenty-six semester credits of breadth courses in the natural sciences (and two of Biology 141, Chemistry 110, and Geology 150), social sciences (Economics 260 and Sociology/Anthropology 305 or International Affairs 257), and humanities (Philosophy 215 and one 4-credit humanities elective, to be approved by the student's advisor prior to taking the course).
- 3) A 16-credit concentration, designed to build thematic specialization in a coherent research area that the student will choose for the senior thesis, plus adequate analytical preparation to do this research; or a second major. The concentration may take a natural science, social science, or humanities focus, but must be proposed at the time the major is declared, and no later than spring semester of the sophomore year. At least two courses must be upper division. Please contact the Environmental Studies Program for proposal details. If pursuing a second major at Lewis & Clark, the student will be expected to complete a senior thesis applying this second field to environmental studies.

MINOR REQUIREMENTS

A minimum of 24 semester credits (six courses), distributed as follows:

- 1) Four core environmental studies courses: Environmental Studies 160, 220, 310, and 320.
- 2) Any two environmental studies breadth courses, drawn from Biology 141, Chemistry 110, Geology 150, Economics 260, International Affairs 257, Sociology/Anthropology 305, and Philosophy 215.

LOCAL AND OVERSEAS RESEARCH

In collaboration with campus and off-campus partners, the environmental studies program is developing local and overseas sites for student and faculty research, as well as electronic information and knowledge resources to support in-depth inquiry into environmental problems and solutions. Research may count toward a student's concentration as Environmental Studies 499 (Independent Study). Please consult with Overseas and Off-Campus Programs for details on overseas program destinations, and with the Environmental Studies Program for information on local or overseas research opportunities and application procedures.

INTERNSHIPS

Environmental studies majors are urged to complete one or more practical internships as part of their education. The Portland metropolitan area and the

Pacific Northwest offer many opportunities for students to learn by working for federal agencies, environmental organizations, business, city government, and other entities. In addition, students have access to a nationwide database of internship opportunities. Majors pursue internships as a partnership between the Environmental Studies Program, the Center for Career and Community Engagement, and the sponsoring entity, with the goal of providing long-term professional and career development skills to participating students, as well as practical application of the concepts and skills acquired during academic studies.

HONORS

Students who distinguish themselves academically (GPA of 3.500 in the major and overall) are invited to apply to the honors program. Honors candidates work with faculty advisors to develop proposals for research theses, which must be approved by a committee of three environmental studies faculty members. Generally, the thesis will be completed as a part of Environmental Studies 400 (Senior Seminar). Each student prepares a written thesis in draft form, which must then be circulated to the committee no later than the ninth week of the student's final semester. After the student completes the final version of the thesis and makes a formal oral presentation, the faculty determine whether to grant honors upon graduation.

SPONSORING FACULTY

Charles R. Ault Jr., professor of education.
Barbara A. Balko, associate professor of chemistry.
Donald G. Balmer, U.G. Dubach Professor of Political Science, emeritus.
Stephen Dow Beckham, Dr. Robert B. Pamplin Jr. Professor of History.
Paulette F. Bierzychudek, William Swindells Sr. Professor of Natural Sciences.
Greta Binford, assistant professor of biology.
Kenneth E. Clifton, associate professor of biology.
Eban S. Goodstein, professor of economics.
James L. Huffman, Erskine Wood Sr. Professor of Law.
Bob Mandel, professor of international affairs.
Jay Odenbaugh, assistant professor of philosophy.
Bruce M. Podobnik, associate professor of sociology.
James D. Proctor, professor of environmental studies.
Daniel J. Rohlf, associate professor of law.
Elizabeth B. Safran, associate professor of geological science.
Tod Sloan, professor of counseling psychology.
Gregory A. Smith, professor of education.
Herschel B. Snodgrass, professor of physics.

160 INTRODUCTION TO ENVIRONMENTAL STUDIES

Proctor

Content: Scholarly perspectives on environmental problems and solutions, integrating concepts and analytical skills drawn from the natural sciences, social sciences, and humanities. Foundation for all subsequent courses in the environmental studies major. Lectures, faculty and guest presentations, regular online assignments, individual and group research projects.

Prerequisite: Biology 141, Chemistry 110, Economics 100, International Affairs 100, Sociology/Anthropology 100 or 110, or consent of instructor. Enrollment limited to first- and second-year students except by consent of instructor.

Taught: Annually (spring), 4 semester credits.

220 ENVIRONMENTAL ANALYSIS

Proctor

Content: Development of research and analytical skills in environmental studies as preparation for upper-division work by majors. Emphasis on formulation, practice, and communication of research. Skills span full range of allied fields, including ecological modeling, descriptive and inferential statistics, geographic information systems, survey and interview techniques, and bibliographic research. Lectures, individual and small-group assignments, and course project.

Prerequisite: Environmental Studies 160. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Annually, 4 semester credits.

244 PRACTICUM

Staff

Content: Nonclassroom learning experience combining theoretical concepts and skills learned in the classroom with practical work in an on-campus or off-campus setting. Additional readings and written assignments required. Arrangements for the practicum should be made during the semester prior to enrollment.

Prerequisites: Consent of instructor. At least two courses from the core major requirements listed above.

Taught: Each semester, 1-4 semester credits, credit-no credit.

310 ENVIRONMENTAL PROBLEMS

Proctor

Content: Advanced analysis of environmental problems as they emerge from the intersection of human-environment relations, environmental change, and cultural values. Development of interdisciplinary conceptual and analytical skills to explain environmental problems, and rubric to compare environmental problems across time, space, and cultural context. Lectures, regular online assignments, individual and group research projects. Enrollment preference given to departmental majors fulfilling degree requirements.

Prerequisite: Environmental Studies 160 and 220, or consent of instructor.

Taught: Annually, 4 semester credits.

320 ENVIRONMENTAL SOLUTIONS

Proctor

Content: Advanced formulation and analysis of solutions to domestic and international environmental problems, focusing on environmental movements, environmental politics and policy, legal and institutional dimensions, and effectiveness of attempted solutions. Emphasis on the development of civic engagement skills. Lectures, faculty and guest presentations, regular online assignments, individual and group research projects. Enrollment preference given to departmental majors fulfilling degree requirements.

Prerequisite: Environmental Studies 310 or consent of instructor.

Taught: Annually, 4 semester credits.

400 SENIOR SEMINAR

Proctor

Content: An advanced, integrative keystone seminar involving primary research for all senior environmental studies majors. Research theses are based on each student's concentration within the major and include both oral and written components. Students are encouraged to start planning their theses through meetings with the instructor during the previous semester or, preferably, even earlier. Students should have completed all other environmental studies core courses prior to taking this course.

Prerequisites: Environmental Studies 310, 320, and 499. Senior standing or consent of instructor.

Taught: Annually (fall), 4 semester credits.

460 TOPICS IN ENVIRONMENTAL LAW AND POLICY

Proctor

Content: Introduction to issues in environmental law and policy. Taught by environmental and natural resources law faculty of Lewis & Clark Law School, the course covers major areas in environmental law. Topics vary and may include water law, the Endangered Species Act, hazardous waste law, environmental justice, environmental law enforcement, the World Trade Organization, public lands law, the Clean Air Act, and the National Environmental Policy Act. Panels discuss careers in law and study of law. A unique opportunity for students interested in careers in environmental law and policy.

Prerequisites: Political Science 305 or 330. Junior standing.

Taught: Alternate years, 3 semester credits.

490 TOPICS IN ENVIRONMENTAL STUDIES

Staff

Content: Application of concepts and skills from Environmental Studies 160 and 220 to the understanding of specific environmental issues. Potential topics include biodiversity, climate change, energy, environmental justice, international agreements, land use, natural resource depletion, pollution, sustainability, transportation, and urban sprawl.

Prerequisite: Environmental Studies 160 and 220, or consent of instructor.

Taught: Alternate years, 4 semester credits. May be taken twice for credit if topic is different.

499 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning on an advanced level. Details determined by the student and the supervising instructor. Candidates for honors will register for this course. Students should have completed all the environmental studies core courses (except Environmental Studies 400) prior to taking this course.

Prerequisites: Junior standing. Consent of instructor.

Taught: Each semester, 1-4 semester credits.

Ethnic Studies

DIRECTOR: ELLIOTT YOUNG

Ethnic identity is integral to the formation of group consciousness, as it produces common meaning through shared language, religious traditions, and family history. At the same time, colonialism, slavery, and genocide have been intertwined with the construction of racial and ethnic categories. To recognize both the positive and negative aspects of ethnic identity, as well as to heed the significance of transnational migrations in the creation of diasporic identities, the ethnic studies minor focuses on five themes: diaspora, colonialism, slavery, genocide, and community formation. Fostering an interdisciplinary approach that pulls together a variety of historical, social, and cultural perspectives, the curriculum explores the five themes and related topics as they intersect with gender, sexuality, class, and nation.

MINOR REQUIREMENTS

A minimum of 24 credits distributed as follows:

1) One core course: Sociology 225 or History 330.

2) The interdisciplinary capstone course: Ethnic Studies 400.

3) Sixteen elective credits, with 8 from the approved Arts and Humanities list and 8 from the approved Social Sciences list. Twelve credits must be discrete to the minor and at least one of the elective courses must be at the 300 or 400 level.

The ethnic studies curriculum is organized into the following core courses, capstone course, and elective courses. See appropriate department listings for course descriptions.

Core Courses

Sociology/Anthropology

225 Race and Ethnicity in Global Perspective (Sociology/Anthropology prerequisite may be waived with instructor's consent.)

History

330 Race and Ethnicity in American

Capstone Course

Ethnic Studies

400 Colloquium

Social Sciences

Communication

313 Politics of Public Memory

330 Communication and Culture

340 Comparative Media Across Cultures

406 Rhetoric, Race, and Resistance

International Affairs

229 African Politics and Literature

230 African Politics

231 Latin American Politics

296 Human Rights in International Politics

Political Science

313 International Political Theory

Psychology

390 Cross-Cultural Psychology

Sociology/Anthropology

225 Race and Ethnicity in Global Perspective

251 Myth, Ritual, and Symbol

261 Gender and Sexuality in Latin America

266 Latin America in Cultural Perspective

273 Japanese Culture: Gender and Identity

281 India in Sociological Perspective

285 Culture and Power in the Middle East

291 Caribbean Cultures

310 Religion in Society

324 Anthropology of Violence

350 Global Inequality

356 Nationalism and Identity: Japan

377 Postcolonial Identity in Latin America

Arts and Humanities

French Studies

330 Francophone Literature

450 Special Topics (Only when the topic is Minority Voices—every third year)

Hispanic Studies

230 Hispanic Literature in Translation

380 Major Periods in South American Literature

390 Major Periods in Mesoamerican and Caribbean Literature

410 Major Periods in Spanish Literature

History

141 Colonial Latin American History

142 Modern Latin American History

209 Japan at War

217 The Emergence of Modern South Asia

222 Britain in the Age of Revolution, 1688 to 1815

226 20th-Century Germany

229 The Holocaust in Comparative Perspective

242 Borderlands: U.S.-Mexico Border, 16th Century to Present

328 The British Empire

330 Race and Ethnicity in American History

345 Race and Nation in Latin America

347 Modern Mexico: Culture, Politics, and Economic Crisis

348 Modern Cuba

400 Reading Colloquium (Only when the topic is relevant)

450 History Seminar (Only when the topic is relevant)

Music

302 Jazz History

305 World Music: Asia

306 World Music: Latin America and the Caribbean

Political Science

313 International Political Theory

Theatre

382 American Theatre and Drama: 19th Century to Present

Education

547 Race, Culture, and Power (By approval of the Graduate School of Education and Counseling. See page 24.)

SPONSORING FACULTY

Nicole Aas-Rouxparis, professor of foreign languages.

Linda Isako Angst, assistant professor of anthropology.

Stephanie Arnold, professor of theatre.

Franya Berkman, assistant professor of music.

Andrew Bernstein, associate professor of history.

Kimberly Brodtkin, visiting assistant professor of history and gender studies and director of the Ray Warren Multicultural Symposium.

David A. Campion, associate professor of history.

Peter G. Christenson, professor of communication.

Modhurima DasGupta, assistant professor of sociology.

Deborah Heath, associate professor of anthropology.

Reiko Hillyer, visiting assistant professor of history.

John Holzworth, assistant professor of political science.

Jane H. Hunter, professor of history.

Stuart J. Kaplan, associate professor of communication.

Oren Kosansky, assistant professor of anthropology.

Dawn Odell, assistant professor of art and art history.

Bruce M. Podobnik, associate professor of sociology.

Matthieu Raillard, assistant professor of Hispanic studies.

G. Mitchell Reyes, assistant professor of communication.

Heather Smith, assistant professor of international affairs.

Juan Carlos Toledano, associate professor of Hispanic studies.

Pauls Toutonghi, assistant professor of English.

Freddy O. Vilches, assistant professor of Hispanic studies.

Zaher Wahab, professor of education.

Wendy Woodrich, senior lecturer in foreign languages.

Elliott Young, associate professor of history.
Yueping Zhang, associate professor of psychology.

244 PRACTICUM

Staff

Content: Development of extensive project relating to ethnic studies issues in an organizational setting. Placement in community-based social and educational agencies concerned with problems related to race and ethnicity, such as employment discrimination, immigration rights, civil and voting rights, equal access to education, housing, law, public policy, and political organization.

Prerequisite: One ethnic studies course.

Corequisites: Declared ethnic studies minor. Consent of program director and faculty sponsor.

Taught: Each semester, 1-4 semester credits, credit-no credit.

400 COLLOQUIUM

DasGupta, Young

Content: Reading and critical analysis of major interpretive works. Organized around themes or analytical problems; comparative study of works in ethnic studies exemplifying different points of view, methodologies, subject matter. Focus varies depending on instructor's teaching and research area.

Prerequisites: Sociology/Anthropology 225 or History 330. Senior ethnic studies minor or consent of instructor.

Taught: Annually, 4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared student to design and pursue a substantive course of independent learning on an advanced level. Details determined by the student and the supervising instructor.

Prerequisites: Ethnic studies core course. Sociology/Anthropology 225 or History 330.

Corequisites: Declared ethnic studies minor. Consent of program director and faculty sponsor.

Taught: Each semester, 2-4 semester credits.

Foreign Languages and Literatures

CHAIR: NICOLE AAS-ROUXPARIS

Consistent with the international orientation of Lewis & Clark, the Department of Foreign Languages and Literatures offers students a program of language, literature, literature in translation, and overseas study. Students learn to communicate in a foreign language, to think and read critically, and to understand values, beliefs, and cultural patterns that are different from their own. Recognizing the importance of learning the language in an environment where it is spoken, the department requires overseas study of its majors.

Courses in eight languages, including four major and three minor programs, are available for students who wish to pursue particular career or professional objectives; to continue studies in language, linguistics, and literature in graduate school; or to obtain a broad liberal arts education.

THE MAJOR PROGRAMS

The department offers four major programs: French Studies, German Studies, Hispanic Studies, and Foreign Languages. Minors are offered in Chinese, Japanese, and Russian. Majors are encouraged to combine their knowledge of the language and literature of an area of the world with fields such as American and English literature, anthropology, art, business, communication, economics,

history, international affairs, and sociology. Students should declare a major at the latest by the end of the sophomore year, at which time they choose a departmental advisor. Majors are encouraged to select an advisor as soon as possible since their major program, which includes overseas study, will require careful planning. Students who double-major select advisors in both departments. Faculty advisors provide counsel on course selection; major, minor, and general graduation requirements; international programs; careers; graduate study; and teaching assistantships. The department holds group meetings for majors at the beginning of each school year and as needed during the year.

OVERSEAS STUDY

All majors are required to participate in one of Lewis & Clark's international programs. Overseas study is the most effective way for students to improve their language skills and experience the culture they are studying.

In **Chinese**, the following overseas programs are available:

1) Foreign languages majors with Chinese as their primary language may spend the fall semester in Beijing, China, and may extend their stay for a full year. Internship and practicum opportunities are available. Chinese 202 or the equivalent is a prerequisite.

2) Foreign languages majors with Chinese as their primary language may spend the spring semester in Harbin, China. Language immersion and research tutorial are the topics in Harbin. Chinese 202 or the equivalent is a prerequisite.

The above programs fulfill the overseas requirement for the East Asian studies major and the foreign languages major with Chinese as the primary language. Both overseas programs are highly recommended for the Chinese minor.

3) For summer language study, students should consult with Chinese language faculty or the Office of Overseas and Off-Campus Programs.

Students may combine two of the programs listed in 1-3 above for a full year of study.

In **French**, the following overseas programs are available:

1) French studies majors are required to spend at least one semester studying at the University of Nancy or Strasbourg, France, or at the University of Dakar, Senegal. A full year of study is strongly recommended. The Nancy and Strasbourg programs are available fall and/or spring semester; prerequisites are junior standing, completion of French 202, and a GPA of 3.000 in French courses. The Senegal program is available spring semester only; prerequisites are junior standing, completion of French 321, and a GPA of 3.000 in French courses.

2) For nonmajors, the country study in Strasbourg or Nancy is scheduled annually for both fall and spring semesters. French 202 and a GPA of 3.000 in French courses are prerequisites. The Senegal program is also open to nonmajors. Prerequisites are junior standing, French 202, and a GPA of 3.000 in French courses.

In **German**, the annual full-year academic program in Munich is open to German majors and nonmajors. It is affiliated with the University of Munich, where students may take courses in many fields. German 202 and a GPA of 3.000 in German courses are prerequisites.

In **Japanese**, the following programs are available:

1) Kansai Gaidai in Osaka. Fall or spring semester or the full year. Japanese 102 and an overall GPA of 3.000 are prerequisites.

2) Waseda University in Tokyo. Full year only. In cooperation with Waseda, Lewis & Clark offers advanced students a full year of Japanese language study. Japanese 310 and a GPA of 3.000 in language study are prerequisites.

3) Hokusei Gakuen University in Sapporo. Fall or spring semester or the full year. Japanese 102 is a prerequisite.

All three programs satisfy the overseas study requirement for the East Asian studies major and the foreign languages major with Japanese as a primary language. All three are also highly recommended for Japanese minors. For foreign languages majors and East Asian studies minors, the Kansai Gaidai and Waseda programs are recommended.

In **Russian**, the following programs are available:

- 1) Foreign languages majors with Russian as their primary language spend the fall or spring semester or the full year on the language intensive program in St. Petersburg or Vladivostok. Prerequisites are two years of college Russian and a GPA of 3.000 in Russian courses.
- 2) For Russian minors and nonmajors, the intensive language programs in St. Petersburg and Vladivostok are available fall or spring semester. Prerequisites are two years of Russian and a GPA of 3.000 in Russian courses. Alternatively, Russian minors and nonmajors may spend either fall or spring semester enrolled in the area study program at St. Petersburg. Russian 102 and a GPA of 3.000 in Russian courses are prerequisites.

In **Spanish**, the following programs are available:

- 1) A biennial spring semester program in Seville, Spain. Spanish 201 is a prerequisite.
- 2) Fall/spring/full-year program in Santiago de los Caballeros, Dominican Republic. Spanish 202 is a prerequisite.
- 3) Fall/spring/full-year program in Santo Domingo, Dominican Republic. Spanish 321 or participation in the fall semester program in Santiago de los Caballeros or the spring semester program in Seville, Spain, is a prerequisite.
- 4) An annual fall/spring/full-year program in Santiago, Chile, at the Catholic and National universities and/or in Valparaiso, Chile, at the Catholic University. Spanish 321 or participation in the fall semester program in Santiago de los Caballeros, Dominican Republic, is a prerequisite.

For Hispanic studies majors, a GPA of 3.000 in Spanish courses is required for participation in overseas programs. Hispanic studies majors are required to participate in at least a one-semester program in either Santo Domingo, Dominican Republic, or Chile. The department recommends that Hispanic studies majors spend a full year in Chile or the Dominican Republic or combine one semester at another site with a semester in Chile or the Santo Domingo program.

MAJOR REQUIREMENTS: FRENCH, GERMAN, OR HISPANIC STUDIES

These majors provide courses in language, literature, and culture to prepare students for graduate study and for careers in teaching, bilingual education, translating and interpreting, or other areas in which foreign language skills are applied. Major requirements are distributed as follows:

French Studies

- 1) A minimum of 36 semester credits (nine courses) beyond French Studies 202, distributed as follows: **a)** 301, 321, 410, and 450 (may be repeated for credit). **b)** Five elective courses from on-campus or overseas offerings: The three elective courses offered on campus are 330, 340, and 350.
 - 2) Overseas study: A minimum of one semester on the Nancy, Strasbourg, or Senegal programs. A full year of overseas study is strongly recommended. Students participating in a one-semester overseas program are advised to take French 321 on campus.
 - 3) Majors are required to pass a senior oral proficiency evaluation.
- Note:* Courses taken on campus on a credit-no credit basis cannot normally be counted toward the major.

German Studies

- 1) A minimum of 36 semester credits (nine courses) beyond German Studies 202, distributed as follows: **a)** 301, 321, 410, and 411 (available in Munich only), 422 (available in Munich only), 450 (may be repeated for credit). **b)** History 120, 121, 225, 226, 227, or 323 or equivalent on campus or overseas. **c)** Two elective courses to be selected from offerings on-campus or overseas. Four credits from 251/252 may be used as one elective.
- 2) Overseas study: Full-year Munich program. Exemption only with departmental approval.
- 3) Majors are required to pass a senior oral proficiency evaluation.

Note: Courses taken on campus on a credit-no credit basis cannot normally be counted toward the major, except conversation courses 251 and 252.

Hispanic Studies

- 1) A minimum of 36 semester credits (nine courses) beyond Hispanic Studies 202, distributed as follows: **a)** 301, 321, 380 or 390, 410, and 440 or 450 (may be taken twice for credit). **b)** Four elective courses are to be selected from offerings on-campus or overseas. Four credits from 230, 251/252, 261/262 may be used as an elective. One course on Latin American history or politics selected from International Affairs 231, History 141 or 142, or equivalent overseas may also be used as an elective.
 - 2) Overseas study: A minimum of one semester in Chile or the Dominican Republic. A full year is strongly recommended. If participating in a one-semester overseas program, students must take Hispanic Studies 321 on campus.
 - 3) Majors are required to pass a senior oral proficiency evaluation.
- Note:* Courses taken on campus on a credit-no credit basis cannot normally be counted toward the major, except conversation courses 251, 252 and 261, 262.

MAJOR REQUIREMENTS: FOREIGN LANGUAGES

This major allows students to pursue the study of any two of the following languages: Chinese, French, German, Japanese, Russian, and Spanish. The foreign languages major is appropriate for students interested in foreign language skills and the structure of language. The department encourages students to combine their language skills with fields such as American and English literature, anthropology, art, business, communication, economics, history, international affairs, and sociology. The major requires a minimum of 16 semester credits in a primary language, 12 semester credits in a secondary language, 4 semester credits in linguistics (for a total of 32 semester credits), and one semester overseas, distributed as follows:

- 1) Foreign Languages 240 (Introduction to Linguistics).
- 2) In the primary language, a minimum of 16 semester credits (four courses) beyond 202, distributed as follows. If **French, German, or Spanish** is the primary language: **a)** 301 or equivalent from overseas. **b)** 321 or equivalent from overseas. **c)** If French: 330, 340, 350, 410, or 450. If Spanish: 380, 390, 410, 440, or 450. If German: 410 or 450. If **Chinese, Japanese, or Russian** is the primary language: **a)** Three upper-level courses (a minimum of 12 semester credits) beyond 202 taught in the language, one of which must be taken on campus. **b)** Chinese, Japanese, Russian 230 or 290.
- 3) A minimum of one semester (including one to three courses taught in the primary language) studying overseas.
- 4) In the secondary language, three upper-level courses (a minimum of 12 semester credits) beyond 202 selected from the following. If **French, German, or Spanish** is the secondary language: **a)** French, German, Spanish 301. **b)** French, German, Spanish 321 or equivalent. **c)** German, Spanish 230. **d)** Two conversation courses (251, 252 or 261, 262). **e)** With special permission, French 330 or 340 or 350, Spanish 380 or 390, German 410 or 450. If **Chinese,**

Japanese, or Russian is the secondary language: **a)** Chinese, Japanese 310, Russian 330. **b)** Chinese 320, Japanese 320, Russian 351. **c)** One literature in translation course (Chinese, Japanese, Russian 230 or 290). **d)** Chinese, Japanese 410, Japanese 420, Russian 420. **e)** Two Chinese, Japanese, Russian conversation courses (251 and 252).

Note: Overseas study is not required for the secondary language. For those who do study abroad in a secondary language, at least one upper-level course must be taken on campus.

Oral proficiency evaluations are not required for the foreign languages major. Study of a third language at the 100 and 200 levels will not count toward graduation with the exception of languages that are not regularly taught at Lewis & Clark and are part of an overseas program.

MINOR REQUIREMENTS: CHINESE, JAPANESE, AND RUSSIAN

These minors serve students who wish to learn Chinese, Japanese, or Russian language and literature as a complement to their major. They are attractive to students majoring in fields such as anthropology, art, business, communication, East Asian studies, economics, history, international affairs, and sociology.

Chinese Minor

1) A minimum of 20 semester credits (five courses) beyond 202, distributed as follows: **a)** Chinese 230 or 290. **b)** A minimum of four courses from the following list: Chinese 251, 252 (if two courses are taken); 310, 320, 410; overseas offerings 308, 309, 315, 316, 408, 415, 416; overseas offerings International Studies 240, 241, 242. At least one 4-semester-credit language course must be taken on campus.

2) Participation in an overseas program in China is highly recommended.

3) No more than two courses applied toward the minor may be used to complete requirements for another major or minor.

Japanese Minor

(1) A minimum of 20 semester credits (five courses) beyond 202, distributed as follows: **a)** Japanese 230 or 290. **b)** A minimum of four courses from the following list: Japanese 251, 252 (if two courses are taken); 310, 320, 410, 420; overseas offerings 308, 309, 315, 316, 408, 409, 415, 416; overseas offerings International Studies 240, 241, 242. At least one 4-semester-credit language course must be taken on campus.

2) Participation in an overseas program in Japan is highly recommended.

3) No more than two courses applied toward the minor may be used to complete requirements for another major or minor.

Russian Minor

A minimum of 20 semester credits (five courses) beyond 202, distributed as follows: **a)** Russian 230 or 290. **b)** A minimum of four courses from the following list. Russian 251, 252 (if two courses are taken); 330, 351, 420; overseas offerings 315, 316, 415, 416; overseas offerings International Studies 240, 241. At least one 4-semester-credit language course must be taken on campus.

2) Participation in an overseas program in Russian is highly recommended.

3) No more than two courses applied toward the minor may be used to complete requirements for another major or minor.

SPECIAL PROGRAMS

The foreign language department's literature and culture programs are complemented by several interdisciplinary programs. Students of Chinese or Japanese may major or minor in East Asian studies. (See separate listing in this catalog.) Students of Spanish may choose an interdisciplinary minor in Latin American studies. (See separate listing in this catalog.) Students of Greek or Latin may choose an interdisciplinary minor in Classical studies. (See separate listing in this catalog.)

HONORS

The department invites outstanding students to submit proposals for an honors project to be defined in consultation with department faculty. Students must have a GPA of 3.500 or higher in the major and overall. The program entails a two-semester independent-study research project culminating in a paper. Students must begin their projects no later than the first semester of their senior year and present them to the department by the 10th week of the final semester. While writing their honors projects, students must be enrolled in 490, Honors Thesis, for a total of 4 semester credits, credit-no credit. Credit earned for the honors project is in addition to the nine courses required for the major.

RESOURCES FOR NONMAJORS

Students who have had no language training should begin a foreign language at the 101 level. Others who have had experience with a foreign language may take a placement examination upon entering Lewis & Clark to determine the level at which they should start their college language program. Anyone with adequate background may take any and all courses offered in that language. The department offers a linguistics course and literature courses in English translation.

FACULTY

Nicole Aas-Rouxparis, professor. French, 20th-century French and Francophone literatures, women writers.

Katharina Altpeter-Jones, assistant professor. German, medieval and early modern German literature, women writers.

Therese Augst, assistant professor. German.

Keith Dede, associate professor. Chinese language and linguistics.

Isabelle DeMarte, associate professor. French, 17th- and 18th-century French literature.

Tatiana Osipovich, associate professor. Russian literature, language, culture.

Matthieu Raillard, assistant professor. Hispanic studies, 18th- and 19th-century Peninsular Spanish literature.

Molly Robinson Kelly, assistant professor. French, medieval French literature and philology, place studies.

Bruce Suttmeier, associate professor. Japanese language, contemporary Japanese literature.

Juan Carlos Toledano, associate professor. Hispanic studies, 19th- and 20th-century Spanish American literature, Hispanic-Caribbean literature.

Freddy O. Vilches, assistant professor. Hispanic studies, contemporary Spanish American literature, poetry, and song, Latin American cultural studies.

Wendy Woodrich, senior lecturer. Spanish language, Latin American literature and culture, Hispanics in the United States.

VISITING FACULTY

Gordon Kelly, visiting assistant professor of humanities. Latin and Greek language and literature, Roman and Greek history.

Claudia Nadine, visiting assistant professor of humanities. French, 19th-century literature.

INSTRUCTORS

Cecilia I. Benenati. Spanish language.

Michie Shimohara Deeter. Japanese language.

Meiru Liu. Chinese language.

Marisela Nyoka. Spanish language.

M. Esperanza Outeirino-Feijoo, Spanish language.

299, 499 INDEPENDENT STUDY

Staff

Content: Available in Chinese, French, German, Japanese, Russian, Spanish. Independent work dealing with the language, literature, or culture of the country or countries being studied. Students design the course in consultation with a faculty member as to title, content, means of evaluation, and amount of academic credit.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

Linguistics**FL 240 INTRODUCTION TO LINGUISTICS**

Dede

Content: An introduction to the scientific study of language that explores the methodology linguists use to discuss language, as well as the ways in which language interacts with other disciplines. The structures underlying individual languages, language families, and human language generally. The degree to which language is shaped by the society in which it is used, how it changes over time, and its complex relationship to the human brain. Readings and first-hand investigation.

Prerequisite: The completion of one foreign language through the 201 level.

Taught: Annually, 4 semester credits.

Chinese**101, 102 BEGINNING CHINESE**

Dede, Staff

Content: Introduction to basic structures of Standard Chinese with the goal of developing an elementary ability to converse, read, and write on topics of daily life. Emphasis on developing communicative competence. Reading and writing Chinese (approximately 400 characters). Contemporary culture introduced in the context of language learning.

Prerequisite: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

201, 202 INTERMEDIATE CHINESE

Dede, Liu

Content: Continuing development of ability to read and write on topics of daily life and general concern in Standard Chinese. Increase in expectation of students' competence in the written language, including the addition of 900 characters. Introduction to the use of dictionaries. Basic expository writing.

Prerequisite: Chinese 102 or equivalent. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

230 INTRODUCTION TO CHINESE LITERATURE IN TRANSLATION

Dede

Content: Introduction to themes in the Chinese literary tradition. English translations of poetry, prose, fiction, drama from the 11th century B.C. to the 20th century, with emphasis on premodern Chinese literature. Lectures, discussions, student essays, and supplementary background readings on literary, cultural, historical, philosophical, religious, and social background of Chinese

literary works studied. Taught in English; no background in Chinese language or literature required.

Prerequisite: None.

Taught: Alternate years, 4 semester credits. May be taken twice for credit if the topic is different.

251, 252 CHINESE CONVERSATION

Staff

Content: Vocabulary and idioms in spoken Chinese. Improving pronunciation and correcting grammar to increase students' mastery of spoken Chinese, encourage self-confidence in using the language, and enable students to function in a Chinese environment.

Prerequisite: Chinese 201 or consent of instructor.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

290 TOPICS IN CHINESE LITERATURE IN TRANSLATION

Dede

Content: English translations focusing on literary genre (poetry, prose, fiction, drama), period (ancient, medieval, modern, contemporary), and/or theme (mythology, the supernatural, Taoist writings, secular rituals, race and gender). Lectures, discussions, student essays, and background readings on literary, cultural, historical, philosophical, religious, and social background of works studied. Topics vary from year to year. Taught in English; no background in Chinese language or literature required. Previous topics: Language, Culture, and Society; Nature in Chinese Literature and Film; Contemporary Literature and Film; Taoist Thought and the Novel.

Prerequisite: None. Chinese 230 recommended.

Taught: Alternate years, 4 semester credits. With consent of instructor, may be taken twice for credit.

310 READINGS AND COMPOSITION IN CHINESE

Dede, Liu

Content: Oral expression, listening comprehension, reading, and writing. Expository and creative writing, syntax, idiomatic usage emphasized to promote fluency. Review and consolidation of grammar and Chinese characters from previous years, expansion of structural and idiomatic command. Increased use of Chinese dictionaries. Reading and writing in both regular and simplified characters. Short oral presentations, compositions, other exercises to build toward mastery of speaking, reading, writing. Short prose works, fiction, drama, poetry, print and video media.

Prerequisite: Chinese 202 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

320 ADVANCED READINGS IN CHINESE

Dede, Liu

Content: Advanced language study based on readings and films about China on topics of cultural interest such as modes of thought, history, contemporary culture, current social issues. Substantial expansion of ability to read characters while maintaining written command through frequent writing exercises. Reading and writing in both regular and simplified characters. Topics vary from year to year.

Prerequisite: Chinese 202 or equivalent, or consent of instructor. Chinese 310 recommended.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

410 ADVANCED READINGS IN CHINESE: SOCIETY AND CULTURE

Dede, Liu

Content: A continuation of advanced language study focusing on unedited Chinese texts and the tools necessary for understanding them. Readings from a variety of genres, including belles lettres, academic essays, newspapers. Includes an introduction to library and online resources commonly used for the study of Chinese texts. Students write critical essays on their readings. Content varies from year to year.

Prerequisite: Chinese 320 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

444 CHINESE PRACTICUM

Dede, Liu

Content: Advanced Chinese language students lead beginning and intermediate students in conversation groups and in discussions of Chinese culture.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

490 HONORS THESIS

Dede

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisites: Consent of instructor. Departmental approval.

Taught: Annually, 1-4 semester credits, credit-no credit.

French Studies

101, 102 BEGINNING FRENCH

DeMarte, Robinson Kelly, Staff

Content: Basic vocabulary and structural patterns of the French language. Emphasis on developing speaking and writing skills. Practical conversations dealing with all aspects of traditional French and Francophone culture. Conversation group sessions required.

Prerequisite: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

201, 202 INTERMEDIATE FRENCH

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Strengthening language skill foundation. Solid grammar review and vocabulary expansion. Emphasis on oral and written proficiency. Short compositions and group presentations based on selected literary and cultural readings, audio and video materials.

Prerequisite: French 102 or placement exam. Must be taken in sequence.

Taught: Annually, 4 semester credits.

230 FRENCH LITERATURE IN TRANSLATION

DeMarte, Robinson Kelly

Content: Study of translations of selected outstanding works of French and Francophone literature including novels, short stories, plays, and poetry. Lectures, discussions, student essays, supplementary readings on literary, cultural, historical, philosophical, religious, and social background of works studied. Taught in English; no background in French or French literature required.

Prerequisite: None.

Taught: Alternate years, 4 semester credits. May be taken twice for credit if the topic is different.

244 FRENCH PRACTICUM

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Independent work dealing with a French/Francophone project under faculty supervision. Advanced students lead beginning French discussion groups.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

261, 262 CONVERSATIONAL FRENCH

Staff

Content: Development of speaking and listening skills. Topics of conversation and new vocabulary, idioms, and sentence patterns from authentic cultural and literary materials.

Prerequisite: French 202.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

301 FRENCH COMPOSITION AND CONVERSATION

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Oral expression, idiomatic usage, and creative writing with advanced grammar review. Readings, discussions, and compositions based on selections from French culture and literature. Emphasis on developing proficiency in spoken and written French.

Prerequisite: French 202 or placement exam.

Taught: Annually, 4 semester credits.

321 INTRODUCTION TO FRENCH LITERARY STUDIES

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Advanced study of French syntax and stylistics based on readings from contemporary French and Francophone literature and culture. Expository and creative oral and written expression; conceptualization in the language and explication of literary texts. Group discussions, individual projects, midterm, final.

Prerequisite: French 301 or consent of instructor.

Taught: Annually, 4 semester credits.

330 FRANCOPHONE LITERATURE

Aas-Rouxparis

Content: Study of major works by Francophone writers outside of France (Africa, Canada, Caribbean). Focus on sociocultural issues as expressed in literature. Class discussion, short papers, oral presentations, midterm, final.

Prerequisite: French 301 or consent of instructor.

Taught: Alternate years, 4 semester credits.

340 FRENCH LITERATURE AND SOCIETY

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: In-depth study of representative works of French poetry, short fiction, or drama from a particular historical period. Focus on a specific genre and/or theme. An examination of how literature provides aesthetic responses to political and sociocultural issues through innovative strategies of narration and interconnections between literature and the arts. Class discussion, short papers, final.

Prerequisite: French 301 or consent of instructor.

Taught: Alternate years, 4 semester credits.

350 TOPICS IN FRENCH AND FRANCOPHONE LITERATURE

Aas-Rouxparis, DeMarte, Nadine, Robinson Kelly

Content: Special topic pertaining to prominent issues of French and/or Francophone literature. The chosen topic will vary and may include the study of a genre, literary movement, historical period, or theme. Possible topics include medieval romance, the lives of saints, the Renaissance, epistolarity, theatre, gender studies, traditional oral literature, existentialism, film studies. Linguistic and literary proficiency practiced through extensive oral and written work and final examination.

Prerequisite: French 301 or consent of instructor.

Taught: Annually, 4 semester credits. May be taken twice for credit if the topic is different.

410 MAJOR PERIODS IN FRENCH LITERATURE

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Major trends in French literature from the Middle Ages to the 20th century. Introduction to basic techniques of literary analysis. Class discussion, oral presentations, short papers, research paper, final.

Prerequisites: French 321. Senior standing.

Taught: Annually, 4 semester credits.

444 FRENCH PRACTICUM

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Possible practica include the following: 1) Independent research dealing with a French/Francophone project under faculty supervision. 2) Participation in a theatre workshop that culminates in mounting a French play for the campus community. 3) Internship at the Portland "Ecole française" French-immersion school.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

450 SPECIAL TOPICS

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Special topics or issues of French/Francophone literature and culture. Emphasis on stylistics and fine points of idiomatic usage. Extensive oral and written work culminating in a research paper written and presented in French.

Prerequisites: French 321. Senior standing.

Taught: Annually, 4 semester credits.

490 HONORS THESIS

Aas-Rouxparis, DeMarte, Robinson Kelly

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisites: Consent of instructor. Departmental approval.

Taught: Annually, 1-4 semester credits, credit-no credit.

German Studies

101, 102 BEGINNING GERMAN

Altpeter-Jones

Content: Fundamentals of German language and culture through speaking, listening, reading, writing. Basic vocabulary and grammatical structures of German practiced orally and in writing. Large- and small-group participation. Viewing and discussion of short films to develop conversational skills and

understanding of German culture. Interactive computer exercises for individual student practice. Oral projects. Web-based activities.

Prerequisite: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

201, 202 INTERMEDIATE GERMAN

Staff

Content: Strengthening of language skills and solid grammar review. Reading of short prose to develop reading skills and expand vocabulary. Viewing and discussion of films to improve listening comprehension and speaking ability and to increase cultural understanding. Compositions based on the films provide grammar and vocabulary practice.

Prerequisite: German 102 or placement exam. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

230 GERMAN LITERATURE IN TRANSLATION

Altpeter-Jones

Content: Introduction to major writers and texts of German literature. Topics vary from year to year and have included Femininities and Masculinities in German Literature and Deconstructing the German Fairy Tale. Taught in English: no background in German language or literature required.

Prerequisite: None.

Taught: Annually, 4 semester credits. May be taken twice for credit if the topic is different.

244 GERMAN PRACTICUM

Altpeter-Jones

Content: Advanced language students lead beginning German students in weekly discussions of German instructional films.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-2 semester credits. May be repeated for credit.

251, 252 CONVERSATIONAL GERMAN

Staff

Content: Development of speaking and listening proficiency through analytical and creative activities such as discussions, presentations, skits, interactive games. Newspapers, magazines, and contemporary films provide sources for topics of conversation, vocabulary, idioms, and patterns of language use.

Prerequisite: German 201.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

301 GERMAN COMPOSITION AND CONVERSATION

Staff

Content: Oral expression, idiomatic usage, and creative and expository writing with grammar review and new grammatical material. Readings, discussions, and compositions based on selections from German literature and culture. Emphasis on developing proficiency in spoken and written German with correct syntax and style.

Prerequisite: German 202 or placement exam.

Taught: Annually, 4 semester credits.

321 INTRODUCTION TO LITERARY STUDIES

Altpeter-Jones

Content: Expository and creative writing with compositions, critical readings, and discussions based on selections from 20th-century German literature and culture. Advanced grammar, stylistics, and idiomatic usage studied in the context of reading and writing. Proficiency-based oral presentations, compositions, exams, projects.

Prerequisite: German 301 or consent of instructor.

Taught: Annually, 4 semester credits.

410 MAJOR PERIODS IN GERMAN LITERATURE FROM THE BEGINNING TO ENLIGHTENMENT

Altpeter-Jones

Content: Introduction to the most important works of literature of the early Middle Ages, the courtly period of the 12th century, the Reformation, and baroque period. Close reading of texts and development of writing and speaking proficiency, culminating in a research paper written and presented in German.

Prerequisite: German 321 or consent of instructor.

Taught: Annually, 4 semester credits.

411 MAJOR PERIODS OF GERMAN LITERATURE FROM THE ENLIGHTENMENT TO THE PRESENT

Rischer (Munich)

Content: Study of the major literary periods of German literature from the Enlightenment to the present through theatre. Plays by writers such as Lessing, Goethe, Schiller, and Brecht are read and discussed in their social and literary contexts. Students then see the plays performed on stage. Close reading of texts and development of writing and speaking proficiency, culminating in a critique of a play.

Prerequisite: German 321 or equivalent.

Taught: Annually, 4 semester credits.

422 GERMAN CULTURE AND CIVILIZATION (LANDESKUNDE)

Rischer (Munich)

Content: Study of German history, society, arts, and politics, with particular emphasis on the process and consequences of German unification and Germany's role in the European Union. Students also learn about Munich, a major German city and the capital of Bavaria, by performing interviews in schools, political institutions, arts organizations, and social service agencies. Oral and written reports.

Prerequisite: German 321 or equivalent.

Taught: Annually, 4 semester credits.

444 GERMAN PRACTICUM

Staff

Content: Advanced language students lead intermediate German students in weekly discussions of German instructional films.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-2 semester credits.

450 SPECIAL TOPICS

Staff

Content: Special topics pertaining to prominent issues of German literature and culture. Primary texts explored in the context of current critical discourses. Topical content varies. Recent topics: art and politics in German literature and

film, genius and madness, love and obsession in German literature. Proficiency practiced through extensive oral and written work culminating in a research paper written and formally presented in German.

Prerequisite: German 321.

Taught: Annually, 4 semester credits. May be repeated for credit with change of topic.

490 HONORS THESIS

Altpeter-Jones, Staff

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisites: Consent of instructor. Departmental approval.

Taught: Annually, 1-4 semester credits, credit-no credit.

Greek**101, 102 CLASSICAL GREEK**

Kugler

Content: Beginning Classical Greek. Emphasis on basic vocabulary and grammar necessary to read Classical texts and writings from the Hellenistic period. Conversational and modern Greek not covered. May be used to fulfill the foreign languages requirement.

Prerequisite: None. Must be taken in sequence.

Taught: Alternate years, 4 semester credits each.

201 READINGS IN HELLENISTIC AND CLASSICAL GREEK

Kelly, Kugler

Content: Readings in the religious and secular literature of the Hellenistic and Classical periods. May be used to fulfill the foreign language requirement.

Prerequisite: Greek 102 or consent of instructor.

Taught: Alternate years, 4 semester credits.

Hispanic Studies***101, 102 BEGINNING SPANISH**

Benenati, Nyoka, Staff

Content: Basic vocabulary and structural patterns of Spanish, including all verb tenses in the indicative and subjunctive moods. Aspects of Hispanic culture.

Practice in using the language: oral comprehension and development of skills in speaking, reading, writing Spanish. Interactive learning center for individual student practice.

Prerequisite: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

* For first-year and transfer students, the Spanish Placement Exam is offered once during New Student Orientation. For non-first-year students only, the exam is offered once during the first week of classes. (If demand exists, the test will be offered in January for transfer students only.) The results of the Spanish Placement Exam are valid for one year. Questions about this process may be addressed to spt@lclark.edu.

112 ACCELERATED BEGINNING SPANISH

Staff

Content: Combination of Spanish 101 and 102, meeting five times weekly. Intensive language instruction for students with little or no prior study of Spanish who wish to complete their foreign language requirement in two semesters. Basic vocabulary and structural patterns of Spanish. Aspects of Hispanic culture. Practice in using the language; oral comprehension and development of skills in speaking, reading, writing Spanish. Interactive learning center for individual student practice.

Prerequisite: None.

Taught: Summer session only, 6 semester credits.

201, 202 INTERMEDIATE SPANISH

Benenati, Nyoka, Raillard, Toledano, Vilches, Woodrich, Staff

Content: Study of grammar, vocabulary, culture, and civilization. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.

Prerequisite for 201: Spanish 102, 112 or equivalent, or placement exam. Must be taken in sequence.

Prerequisite for 202: Spanish 201, 201A or equivalent, or placement exam. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

201A INTERMEDIATE SPANISH

Staff

Content: Study of grammar, vocabulary, culture, and civilization. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.

Prerequisite: Spanish 102, 112 or equivalent, or placement exam.

Taught: Summer session only, 4 semester credits.

230 HISPANIC LITERATURE IN TRANSLATION

Raillard, Toledano, Vilches, Woodrich

Content: Major works of Latin American and Spanish narrative literature, with emphasis on authors who treat relevant social, political, historical, or cultural issues. Topics vary from year to year. Taught in English; no background in Spanish language or Hispanic literature required.

Prerequisite: None.

Taught: Annually, 4 semester credits. May be taken twice for credit if the topic is different.

251, 252 INTERMEDIATE CONVERSATIONAL SPANISH

Staff

Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idioms, sentence patterns found in newspapers, magazines, videos. Two sections per semester; students may be assigned by level of proficiency.

Prerequisite: Spanish 201 or 201A.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

261, 262 ADVANCED CONVERSATIONAL SPANISH

Staff

Content: Development of advanced speaking and listening skills. Topics of conversation and sources of new vocabulary, idioms, sentence patterns found in newspapers, magazines, videos. Two sections per semester.

Prerequisite: Spanish 202.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

301 SPANISH COMPOSITION AND CONVERSATION

Raillard, Toledano, Vilches, Woodrich

Content: Oral expression, idiomatic usage, creative and expository writing with advanced grammar review. Readings, discussions, and compositions based on selections from Hispanic culture and literature, magazines, videos, materials from the Internet. Emphasis on developing proficiency in spoken and written Spanish.

Prerequisite: Spanish 202 or equivalent, or placement exam.

Taught: Annually, 4 semester credits.

321 INTRODUCTION TO LITERARY STUDIES

Raillard, Toledano, Vilches, Woodrich

Content: Literary analysis and compositions based on selected readings from Spanish and Latin American literature. Advanced work in syntax and composition including explication of literary texts.

Prerequisite: Spanish 301 or equivalent.

Taught: Annually, 4 semester credits.

380 MAJOR PERIODS IN SOUTH AMERICAN LITERATURE

Raillard, Toledano, Vilches, Woodrich

Content: Introduction to major trends in South American literature from the pre-Columbian period to the present. Selected works from the Southern Cone and the Andes read in the context of cultural and historical events.

Prerequisite: Spanish 321 or consent of instructor.

Taught: Annually, 4 semester credits.

390 MAJOR PERIODS IN MESOAMERICAN AND CARIBBEAN LITERATURE

Raillard, Toledano, Vilches, Woodrich

Content: Introduction to major trends in Mesoamerican and Caribbean literature from the pre-Columbian period to the present. Selected works of literature read in the context of cultural and historical events.

Prerequisite: Spanish 321 or consent of instructor.

Taught: Annually, 4 semester credits.

410 MAJOR PERIODS IN SPANISH LITERATURE

Raillard, Toledano, Vilches, Woodrich

Content: Introduction to the literature and culture of Spain in the context of the historical background. Major trends in Spanish literature. Readings of selected texts by writers representative of major periods of literary history.

Prerequisite: Spanish 380 or 390.

Taught: Annually, 4 semester credits.

440 TOPICS IN HISPANIC LITERATURES

Raillard, Toledano, Vilches, Woodrich

Content: Study of a genre, a literary movement, or a topic in Hispanic literatures (Peninsular and/or Latin American, or U.S. Latino). Extensive oral and written work culminating in a research paper written and presented in Spanish.

Prerequisite: Spanish 380 or 390.

Taught: Annually, 4 semester credits. May be repeated for credit with change of topic.

444 SPANISH PRACTICUM

Raillard, Toledano, Vilches, Woodrich

Content: Independent work under faculty supervision on a project dealing with the Hispanic community. Details of content, evaluation, title, and academic credit determined by student in consultation with faculty member.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

450 SPECIAL TOPICS

Raillard, Toledano, Vilches, Woodrich

Content: Special topics or issues of Hispanic literature and culture. Extensive oral and written work culminating in a research paper written and presented in Spanish.

Prerequisite: Spanish 380 or 390.

Taught: Annually, 4 semester credits. May be repeated for credit with change of topic.

490 HONORS THESIS

Raillard, Toledano, Vilches, Woodrich

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisites: Consent of instructor. Departmental approval.

Taught: Annually, 1-4 semester credits, credit-no credit.

Japanese**101, 102 BEGINNING JAPANESE**

Deeter, Suttmeier

Content: Introduction to and development of basic language skills with emphasis on overall communication proficiency. Vocabulary, sentence structure, aural comprehension. Ability to function in everyday-life situations in Japan.

Contemporary Japanese culture introduced in context of language learning.

Prerequisite: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

201, 202 INTERMEDIATE JAPANESE

Deeter, Suttmeier, Staff

Content: Continuing work on basic language skills. Oral and written exercises, mastery of more complex sentence structures, expanding vocabulary.

Contemporary Japanese culture introduced in context of language learning.

Prerequisite: Japanese 102 or equivalent. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

230 INTRODUCTION TO JAPANESE LITERATURE IN TRANSLATION

Suttmeier

Content: Themes central to Japanese literature. English translations of fiction from all periods: from Heian court texts to postmodern novels. Lectures, discussions, student essays, and supplementary background readings on broader social, cultural, and historical contexts of Japanese literature. Taught in English; no background in Japanese language or literature required.

Prerequisite: None.

Taught: Alternate years, 4 semester credits. May be taken twice for credit if the topic is different.

251, 252 JAPANESE CONVERSATION

Staff

Contents: Expansion of vocabulary and idioms, polishing pronunciation, and correcting faulty grammar through oral drills and exercises. Students improve their listening comprehension through audio and video materials and develop confidence in using the language through guided discussions based on brief readings, tapes, films, or assigned current topics.

Prerequisite: Japanese 201 or consent of instructor.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

290 TOPICS IN JAPANESE LITERATURE IN TRANSLATION

Suttmeier

Content: English translations focusing on literary genre (poetry, prose, fiction, drama), period (medieval, premodern, modern, contemporary), and/or theme (aesthetics, storytelling, nature, community, power, gender, sexuality). Lectures, discussions, student essays, and background readings on literary, cultural, historical, philosophical, religious, social background of works studied. Topics vary from year to year. Taught in English; no background in Japanese language or literature required.

Prerequisite: None.

Taught: Alternate years, 4 semester credits. With consent of instructor, may be taken twice for credit.

310 READINGS AND COMPOSITION IN JAPANESE

Deeter, Suttmeier

Content: Oral expression, listening comprehension, reading, writing. Expository and creative writing, syntax, idiomatic usage emphasized to promote fluency. Review and consolidation of grammar and vocabulary learned in previous years, expansion of structural and idiomatic command. Readings in increasingly natural Japanese, including contemporary short stories and current newspaper and magazine articles. Short oral presentations, compositions, other exercises to build general language proficiency.

Prerequisite: Japanese 202 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

320 READINGS AND COMPOSITION IN JAPANESE II

Deeter, Suttmeier

Content: Continued language study based on readings that address topics of cultural interest such as education, work, family, moral and intellectual values, history, popular culture, and current social issues. Emphasis on improving students' ability to read and write Japanese. Content varies from year to year.

Prerequisite: Japanese 202 or equivalent, or consent of instructor. Japanese 310 recommended.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

410 ADVANCED READINGS IN JAPANESE: SOCIETY AND CULTURE

Deeter, Suttmeier

Content: Advanced readings in Japanese to familiarize students with a range of written styles. Emphasis on vocabulary, reading, writing, new kanji. Excerpts from contemporary works, including newspaper and magazine articles, short stories, literary essays, as well as works analyzing Japanese society, culture, customs. Expository and creative writing exercises. Topics vary from year to year.

Prerequisite: Japanese 320 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

420 ADVANCED READINGS IN JAPANESE: FICTION AND NONFICTION

Deeter, Suttmeier, Staff

Content: Advanced readings in Japanese fiction and nonfiction to familiarize students with a range of literary styles. Excerpts from contemporary writers, which may include essays and short fiction from Kawakata, Murakami, Tanizaki, others. Emphasis on close reading, analytical writing, detailed discussion of the texts. Topics vary from year to year.

Prerequisite: Japanese 320 or equivalent.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

444 JAPANESE PRACTICUM

Deeter, Suttmeier

Content: Advanced Japanese language students lead beginning and intermediate students in conversation groups and in discussions of Japanese culture, including instructional films.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

490 HONORS THESIS

Suttmeier

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisites: Consent of instructor. Departmental approval.

Taught: Annually, 1-4 semester credits, credit-no credit.

Latin**101, 102 BEGINNING LATIN**

Kelly

Content: Emphasis on basic vocabulary and grammar necessary to read Latin texts of the Classical period.

Prerequisite: None. Must be taken in sequence.

Taught: Alternate years, 4 semester credits each.

201 INTERMEDIATE LATIN

Kelly

Content: Continued work on expanding basic vocabulary and understanding of grammar covered in Latin 101, 102. Emphasis on reading Latin texts of the Classical period. May be used to fulfill the foreign language requirement.

Prerequisite: Latin 102 or equivalent.

Taught: Alternate years, 4 semester credits.

Russian**101, 102 BEGINNING RUSSIAN**

Osipovich, Staff

Content: Fundamentals of Russian language through speaking, listening, reading, writing. Basic vocabulary and grammatical structures practiced orally and in writing. Correct pronunciation and usage in practical conversation and simple composition. Aspects of traditional and contemporary Russian culture and life.

Prerequisite: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

201 INTERMEDIATE RUSSIAN

Osipovich, Staff

Content: Active language skills and review and continuation of grammar. Short stories read and discussed. Writing of compositions using new vocabulary and structure. Traditional and contemporary Russian culture.

Prerequisite: Russian 102 or equivalent.

Taught: Annually, 4 semester credits.

202 INTERMEDIATE RUSSIAN

Osipovich, Staff

Content: Active language skills and review and continuation of grammar. Reading of short stories for class discussion and compositions to implement new vocabulary and structure. Traditional and contemporary Russian culture introduced in context of language learning.

Prerequisite: Russian 201.

Taught: Annually, 4 semester credits.

230 INTRODUCTION TO RUSSIAN LITERATURE IN TRANSLATION

Osipovich

Content: Introduction to Russian literature's greatest writers and thinkers including Gogol, Tolstoy, Dostoevsky, Chekhov, Bunin, Pasternak, Bulgakov. Close textual analysis; literary structures and forms; thematic content.

Relationship between style and structure. Themes, genres, historical context, social and ethical issues. Taught in English; no background in Russian language or literature required.

Prerequisite: None.

Taught: Alternate years, 4 semester credits. May be taken twice for credit if the topic is different.

251 RUSSIAN CONVERSATION

Staff

Content: Practice in spoken Russian on selected topics. Development of speaking and listening proficiency by expanding vocabulary and building conversational skill through such activities as discussions, short presentations, interactive games, skits.

Prerequisite: Russian 201 or consent of instructor.

Taught: Annually, 2 semester credits. May be taken twice for credit, credit-no credit.

252 RUSSIAN CONVERSATION

Staff

Content: Practice in spoken Russian on selected topics. Improving proficiency by expanding vocabulary and employing idioms and correct grammar. Topics based on current events and student interest.

Prerequisite: Russian 201 or consent of instructor.

Taught: Annually, 2 semester credits. May be taken twice for credit, credit-no credit.

290 TOPICS IN RUSSIAN LITERATURE AND CULTURE IN TRANSLATION

Osipovich, Staff

Content: Major aspects or periods of Russian literature and culture. Topics vary from year to year. Taught in English: no background in Russian language or literature required. Previous topics include 20th-century literature and film, fairy tales, women in literature and culture, contemporary society and culture, Russian laughter in literature and film.

Prerequisite: None.

Taught: Alternate years, 4 semester credits. With consent of instructor, may be taken twice for credit.

330 READINGS AND CONVERSATION IN RUSSIAN

Osipovich, Staff

Content: Development of reading and speaking skills at the postintermediate level. Introduction to the language of the Russian press. Learning reading techniques and strategies, expanding vocabulary, and improving ability to discuss social and cultural issues of contemporary society. Topics may include education, the arts, religion, crime, economy, ecology, gender roles, other social issues.

Prerequisite: Russian 202 or equivalent.

Taught: Annually, 4 semester credits.

351 RUSSIAN COMPOSITION AND CONVERSATION

Osipovich, Staff

Content: Development of oral and written communication skills through readings, discussions, and compositions based on materials selected from Russian literature and culture. Emphasis on developing proficiency in spoken and written Russian with correct grammar, syntax, and style.

Prerequisite: Russian 202 or equivalent.

Taught: Annually, 4 semester credits.

420 ADVANCED READINGS IN RUSSIAN: FICTION AND NONFICTION

Osipovich, Staff

Content: Advanced readings in Russian fiction and nonfiction to familiarize students with a range of literary and journalistic styles. Readings include short works by Russian authors and material from the contemporary mass media on Russian society and culture. Expansion of vocabulary and work on style and syntax in expository, critical, and creative writing exercises. Applied use of library and Russian Internet resources for research and translation projects. Content varies from year to year.

Prerequisite: Russian 351 or consent of instructor.

Taught: Annually, 4 semester credits. May be taken twice for credit.

444 RUSSIAN PRACTICUM

Osipovich, Staff

Content: Independent work under faculty supervision on a project dealing with the Russian community. Advanced Russian language students may also lead beginning and intermediate students in discussions of Russian culture.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

490 HONORS THESIS

Osipovich

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisites: Consent of instructor. Departmental approval.

Taught: Annually, 1-4 semester credits, credit-no credit.

Gender Studies

DIRECTOR: DEBORAH HEATH

Gender studies is an interdisciplinary field that examines the biological, social, and cultural construction of femininity and masculinity, and the ways men and women locate themselves within gender systems. Gender defines relationships among women, among men, and between men and women. It interacts with factors such as race and class, and it structures the activities into which women and men enter in all aspects of life.

Building on Lewis & Clark's commitment to gender issues and gender balance across the curriculum, our Gender Studies Program, the first of its kind in the country and now in its 21st year, has received national recognition. It provides a continuing resource for integration of gender throughout the curriculum and also enables students to explore these crucial areas of human concern directly and in depth through an interdisciplinary minor in gender studies. The program identifies resources, gathers information, develops programs, sponsors an annual symposium, and serves as a catalyst for change that should be of equal concern to men and women.

THE MINOR PROGRAM

The interdisciplinary minor in gender studies examines the relationship between biological differences and social inequality, explores the construction of sexual identity, and analyzes the variations in gender systems that have occurred across cultures and over time. It illuminates the images of femininity and masculinity that shape cultural representations and explores similarities and differences in men's and women's artistic expression. Courses take gender as a subject of focus and investigate how gender interacts with race, class, and culture. Lewis & Clark's internationalized curriculum and overseas study programs make it possible for students to examine the intersections of gender, race, and class in a variety of cultures. Finally, the minor engages students in the political and philosophical exploration of strategies for transforming coercive and unequal gender systems and enhancing individual choice and our common humanity.

MINOR REQUIREMENTS

A minimum of 24 semester credits, distributed as follows:

- 1) Gender Studies 200, 231, 300, and 440.
- 2) Eight semester credits selected from a list of approved electives available annually from the program director and on the program website.

At least 16 semester credits must be discrete to the minor (may not be used in any other set of major or minor requirements). In addition, at least four of the courses for the minor must be taken at Lewis & Clark.

SPONSORING FACULTY

Nicole Aas-Rouxparis, professor of French.

Katharina Altpeter-Jones, assistant professor of German.

Linda Isako Angst, assistant professor of anthropology.

Stephanie K. Arnold, professor of theatre.

Jane Monnig Atkinson, professor of anthropology.

Eleonora Beck, professor of music.

Andrew Bernstein, associate professor of history.

Kimberly Brodtkin, visiting assistant professor of humanities.

John F. Callahan, Morgan S. Odell Professor of Humanities.

David A. Campion, associate professor of history.

Mary Clare, professor of counseling psychology.

Rachel Cole, assistant professor of English.

Rhea Combs, adjunct instructor.

Modhurima DasGupta, assistant professor of sociology.

Janet E. Davidson, associate professor of psychology.

Isabelle DeMarte, assistant professor of French.

Jerusha Detweiler-Bedell, associate professor of psychology.

Dinah Dodds, professor emerita of German.

Kurt Fosso, associate professor of English.

John M. Fritzman, associate professor of philosophy.

Sarita Gaytan, Mellon Postdoctoral Teaching Fellow.

Susan Glosser, associate professor of history.

Robert Goldman, professor of sociology.

Karen Gross, assistant professor of English.

Julie Hastings, visiting assistant professor of anthropology.

Deborah Heath, associate professor of anthropology.

Andrea Hibbard, adjunct professor of English.

Jennifer Hubbert, assistant professor of anthropology.

Jane H. Hunter, professor of history.

Curtis N. Johnson, Dr. Robert B. Pamplin Jr. Professor of Government.

Susan Kirschner, senior lecturer in humanities.

Timothy Mechlinski, assistant professor of sociology.

Tatiana Osipovich, associate professor of Russian.

Paul R. Powers, assistant professor of religious studies.

Will Pritchard, assistant professor of English.

Bruce Suttmeier, assistant professor of Japanese.

Mary Szybist, assistant professor of English.

Jean M. Ward, professor emerita of communication.

Benjamin W. Westervelt, associate professor of history.

Kristi Williams, adjunct professor of humanities.

Elliott Young, associate professor of history.

Rishona Zimring, associate professor of English.

200 WOMEN AND MEN IN AMERICAN SOCIETY

Brodkin, Hunter, Staff

Content: The gender system in contemporary American society. Contemporary debates considering biological bases for sex differences in reproductive functions and in physical, sexual, and psychological development. Socialization into masculine and feminine identities, sexual and reproductive choices, the relationship between family and career, occupational segregation and wage differentials, housework and consumption, participation in public life. Interactions among gender, class, and race. Situations of middle-class and working-class people and members of dominant and minority racial groups. Feminist thought applied to current problems; alternative approaches to their solution. An introductory course intended for sophomores and second-semester first-year students.

Prerequisite: None.

Taught: Annually, 4 semester credits.

231 GENDER IN CROSS-CULTURAL PERSPECTIVE

Angst, Heath, Mechlinski

Content: Gender—how maleness and femaleness are defined—as it has been socially, culturally, and historically constituted in different times and places. Theoretical developments in the anthropology of gender. Cross-cultural exploration using examples from a wide range of societies, past and present. The relationship between cultural definitions of gender and the social experience of women and men.

Prerequisite: Sociology/Anthropology 100 or 110 or sophomore standing.

Taught: Annually, 4 semester credits.

300 GENDER AND AESTHETIC EXPRESSION

Arnold, Osipovich, Williams, Zimring

Content: Forms of female and male expression in the arts and humanities.

Questions such as the existence of feminine and masculine forms, voices, symbolic systems; the possibility of a feminist aesthetic; theories of representation. Ways women and men have used the same forms, such as poetry, fiction, film, painting. Materials drawn from literature, the arts, religion.

Prerequisites: One course in humanities or arts. Junior standing.

Taught: Annually, 4 semester credits.

440 FEMINIST THEORY

Angst, Fritzman, Heath

Content: Philosophical and political analysis of issues in feminist theory.

Discussion of recent theoretical work (e.g., Butler, Mitchell) in relation to past feminist thinking (e.g., Wollstonecraft, Gilman, deBeauvoir). A problem-oriented approach that explores feminist theorizing about such topics as sex, gender, race, power, oppression, identity, class, difference.

Prerequisites: One course in gender studies. Junior standing.

Taught: Annually, 4 semester credits.

444 PRACTICUM

Staff

Content: Development and execution of extensive projects relating to gender issues in organizational settings. Placement in community-based social and educational agencies concerned with gender-related problems, such as employment discrimination, rape, sexual harassment and abuse, reproductive rights, freedom of sexual identity, the law and public policy, political organization.

Prerequisites: Declared gender studies minor. One gender studies course.

Consent of program director and faculty sponsor.

Taught: Each semester, 1-4 semester credits, credit-no credit.

499 INDEPENDENT STUDY

Staff

Content: Independent, student-designed research project supervised by a faculty member with expertise in the topic or methodology of the project.

Prerequisites: Declared gender studies minor. Junior standing. Consent of program director and faculty sponsor.

Taught: Each semester, 1-4 semester credits.

Geological Science

COORDINATOR: ELIZABETH B. SAFRAN

Earth is a laboratory in which grand experiments in physics, biology, and chemistry unfold and interact. Perched on the Pacific rim, Lewis & Clark is nestled in the crucible itself, surrounded by spectacular evidence of the behavior and functioning of our home planet. From the blasted remains of Mount St. Helens to the flood-gouged Columbia River Basalts, the landscapes of the Pacific Northwest provoke us to ask ourselves, "Why did this happen? When?" Geological science addresses itself to these questions. At Lewis & Clark, geology courses are designed to provide students with a basic understanding of major Earth processes while emphasizing environmental implications and regional issues.

Training in geological science enhances understanding of critical environmental problems, an invaluable asset for natural scientists, consultants, environmental lawyers, teachers, and all citizens. It also heightens appreciation for natural settings by illuminating the fascinating ways in which they evolve.

SPONSORING FACULTY

Elizabeth B. Safran, associate professor. Geomorphology.

150 ENVIRONMENTAL GEOLOGY

Safran

Content: Introduction to major geological processes that impact human activity. Emphasis on regional issues. Plate tectonics, loci of seismic and volcanic activity, distribution of mountain ranges, and sediment sources. Floods, landslides, mudflows, tsunamis. Assessment of anthropogenic shifts in landscape functioning. Consequences of standard logging practices, dams, channel modification. Chronic versus catastrophic environmentally significant events. Lecture and laboratory. Weekly laboratory includes two required daylong field trips, held on weekends.

Prerequisite: Mathematics 055.

Taught: Annually, 5 semester credits.

240 SPATIAL PROBLEMS IN GEOLOGY

Safran

Content: Recognition and interpretation of spatial patterns of geological phenomena. Firsthand analysis of a current research question with a strong spatial component. Familiarization with the background of the research question and its broader context. Hypothesis development about geological processes from remote data (e.g., topographic data, satellite imagery), articulation of appropriate field tests for hypotheses. Development of analytical skills and use of Geographic Information Systems software. Lecture and laboratory.

Prerequisite: Geology 150.

Taught: Alternate years, 5 semester credits.

280 THE FUNDAMENTALS OF HYDROLOGY

Safran

Content: An analysis of the behavior and movement of water in natural and modified environments. Major components of the hydrologic cycle, including precipitation, interception, evaporation, evapotranspiration, runoff, groundwater. Introduction to river channel behavior, flood hazard calculation, water supply issues. Quantification, through measurements and calculations, of water fluxes through various pathways, with allusion to planning applications. Laboratory work focuses on field and modeling projects. Lecture and laboratory.

Prerequisite: Geology 150.

Taught: Alternate years, 5 semester credits.

History

CHAIR: BENJAMIN W. WESTERVELT

The Department of History seeks to ground students in the foundations of the human experience. It introduces them to cause-and-effect relationships in human affairs, and encourages them to understand the power and the complexity of the past in shaping the contemporary human condition. Departmental courses probe American, Latin American, Middle Eastern, European, and Asian history and address such topics as popular culture; the nature of ideology; social and political change; economic systems; migration; and the roles of race, gender, religion, and ethnicity.

The department stresses the use of primary sources and endeavors to hone students' skills in research methods, writing, and historical analysis. Students are expected to bring these skills to bear as they discuss and interpret the past.

THE MAJOR PROGRAM

The department curriculum focuses on three primary subject fields: American, Asian, and European history. Students are strongly encouraged to enroll in the introductory sequences as a foundation for more advanced study in these concentrations. History majors are required to complete some work in each of the three fields in order to obtain a breadth of historical understanding. Most introductory sequences are offered at the 100 level. The entry-level U.S. sequence (History 230A, 230B, 230C) is offered at the 200 level and is open to first-year students.

The department counsels students to take courses in related fields of language, literature, fine arts, social sciences, and international affairs to deepen their understanding of their area of concentration.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows:

- 1) History core courses: History 300, 400, and 450.
- 2) Seven other history courses distributed as follows: **a)** At least one of the seven from each of the three departmental concentrations: Asia; Europe; Americas, North and South. The Asian requirement may be fulfilled by taking courses in East Asia (China and Japan), Southeast Asia, South Asia (India and Pakistan), and the Middle East. History 218, Perspectives on the Vietnam War, may be counted in either the Asian or American concentration. History 328, The British Empire, is in the European concentration. **b)** At least one of the seven courses in premodern Asian, European, or Latin American history: History 110, 120, 141, 210, 215, 221, 227, 259, 320, and 324; Religious Studies 251 and 373. **c)** At least two of the seven courses at the 300 level in addition to History 300; History 444 not included. **d)** Optional: Maximum of 4 semester credits of 244/444 practicum. **e)** The following courses may count toward the 10 history courses required for the major:

Economics

255 Technology, Institutions, and Economic Growth

256 The Industrial Revolution

Religious Studies

251 History and Thought of Western Religion: Medieval

253 Witches, Prophets, and Preachers: Religion in American History to the Civil War

254 Religion in Modern America, 1865 to Present

340 Women in American Religious History

373 The Reformation in Social Perspective

(See the department listings for course descriptions.)

MINOR REQUIREMENTS

A minimum of 24 semester credits (six courses), distributed as follows:

- 1) Two history core courses: History 300, and 400 or 450.
- 2) At least one course from each of two of the departmental concentrations listed under Major Requirements.
- 3) At least one course at the 300 level in addition to History 300.

PRACTICUM PROGRAM

Because history is useful in a variety of careers, the department encourages students in the junior or senior year to participate in a practicum. History practica have placed students in a variety of settings including the museum and library of the Oregon Historical Society, publishing companies, land-use-planning agencies, historic preservation organizations, and other enterprises needing the skills of a person knowledgeable in the liberal arts and trained in history.

The practicum is an off-campus experience designed by the student in conjunction with an off-campus supervisor and a faculty supervisor according to departmental guidelines. Arrangements on and off campus must be made with the appropriate supervising persons in the semester prior to enrollment.

HONORS

Each year the department invites meritorious students with an overall GPA of at least 3.500 to participate in the honors program. Students choose a faculty member with whom they want to work on a research project. The program may involve a major paper based on primary source materials or an extensive review and evaluation of the secondary literature in a particular subject area. Students present the project to the department. Following an oral examination, the department determines whether to grant honors on graduation.

RESOURCES FOR NONMAJORS

All of the department's course offerings are open to nonmajors. Preference is given to majors and minors for enrollment in Historical Materials, the Reading Colloquium, and the History Seminar.

FACULTY

Stephen Dow Beckham, Dr. Robert B. Pamplin Jr. Professor of History. U.S. history, American West, American Indians, Pacific Northwest.

Andrew Bernstein, associate professor. Japanese history.

David Campion, associate professor. British, South Asian history.

Susan L. Glosser, associate professor. Chinese history.

Maureen Healy, associate professor. European history, women's and gender history, war and genocide.

Jane H. Hunter, professor. U.S. history, post-Civil War, women's history.

Benjamin W. Westervelt, associate professor. Medieval and early modern European history.

Elliott Young, associate professor. Latin America.

110 EARLY EAST ASIAN HISTORY

Staff

Content: Early histories of China and Japan from earliest origins to the 13th century. Prehistory; early cultural foundations; development of social, political, and economic institutions; art and literature. Readings from Asian texts in translation. The two cultures, covered as independent entities, compared to each other and to European patterns of development.

Prerequisite: None.

Taught: Annually, 4 semester credits.

111 MAKING MODERN CHINA

Glosser

Content: Key events and institutions in China from the 13th to the 20th century through primary sources (philosophical and religious texts, vernacular fiction, contemporary accounts and essays, translated documents). Social and familial hierarchies, gender roles, imperialism, contact with the West, state-society relations, nationalism, modernization.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

112 MAKING MODERN JAPAN

Bernstein

Content: History of Japan from the start of the Tokugawa shogunate to the end of the 20th century. Tokugawa ideology, political economy, urban culture; intellectual and social upheavals leading to the Meiji Restoration; the Japanese response to the West; rapid industrialization and its social consequences;

problems of modernity and the emperor system; Japanese colonialism and militarism; the Pacific war; postwar developments in economy, culture, politics.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

120 EARLY EUROPEAN HISTORY

Westervelt

Content: Social, intellectual, political, and economic elements of European history, 800 to 1648. Role of Christianity in the formation of a dominant culture; feudalism and the development of conflicts between secular and religious life. Contacts with the non-European world, the Crusades, minority groups, popular and elite cultural expressions. Intellectual and cultural life of the High Middle Ages, secular challenges of the Renaissance, divisions of European culture owing to the rise of national monarchies and religious reformations.

Prerequisite: None.

Taught: Annually, 4 semester credits.

121 MODERN EUROPEAN HISTORY

Healy

Content: Social, intellectual, political, and economic elements of European history, 1648 to the present. The scientific revolution, Enlightenment, national political revolutions, capitalism, industrial development, overseas imperial expansion. The formation of mass political and social institutions, avant-garde and popular culture, the Thirty Years' War of the 17th century, bolshevism, fascism, the Cold War, and the revolutions of 1989.

Prerequisite: None.

Taught: Annually, 4 semester credits.

141 COLONIAL LATIN AMERICAN HISTORY

Young

Content: History of Latin America from Native American contact cultures through the onset of independence movements in the early 19th century. Cultural confrontations, change, and Native American accommodation and strategies of evasion in dealing with the Hispanic colonial empire.

Prerequisite: None.

Taught: Annually, 4 semester credits.

142 MODERN LATIN AMERICAN HISTORY

Young

Content: Confrontation with the complexity of modern Latin America through historical analysis of the roots of contemporary society, politics, and culture. Through traditional texts, novels, films, and lectures, exploration of the historical construction of modern Latin America. Themes of unity and diversity, continuity and change as framework for analyzing case studies of selected countries.

Prerequisite: None.

Taught: Annually, 4 semester credits.

209 JAPAN AT WAR

Bernstein

Content: In-depth study of the causes, dynamics, and outcomes of the wars fought by Japan in Asia and the Pacific from the late 19th century through World War II. The trajectories of Japanese imperialism, sequence of events leading to the attack on Pearl Harbor, social impact of total war. Japan's war-time culture as seen through diaries, newspaper articles, propaganda films, short stories, government documents. Short- and long-term effects of the atomic bomb and the American occupation of Japan.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

210 CHINA'S GOLDEN AGE (TANG AND SONG)

Glosser

Content: The Tang and Song dynasties, 7th to the 13th century. Transition from one dynasty to the next. Changes in the elite classes, transformation of women's roles, rulership and landholding, philosophical developments, aesthetic expression. How these developments defined the issues and set the context for China's contact with the West and its emergence into the modern world. Literature, religious texts, art, dress, biographies, and political and philosophical essays.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

211 REFORM, REBELLION, AND REVOLUTION IN MODERN CHINA

Glosser

Content: The commercial revolution of the 12th century and the cultural flowering and political structures of Ming and early Qing dynasties (1367 to 1800) that shaped China's response to Western invasion. Major peasant rebellions, elite reforms, and political revolutions of the last 150 years including the Opium War, Taiping Rebellion, Hundred Days Reform, Boxer Rebellion, collapse of the Qing dynasty, Nationalist and Communist revolutions.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

213 CHINESE HISTORY THROUGH BIOGRAPHY

Glosser

Content: Political, economic, and cultural history of China, traced through the lives of individual Chinese, including the mighty and the low: venerable philosophers and historians, powerful women, mighty emperors, conscientious officials, laboring women and men, evangelizing missionaries, zealots of all political persuasions. Sixth century B.C.E. to late 20th century, with emphasis on the 19th and 20th centuries. Lectures cover the historical milieu in which the various subjects lived. Through class discussion and essay assignments, students unite their knowledge of particular individuals and the broad sweep of events to form a rich and lively familiarity with Chinese history.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

215 CULTURE AND POLITICS IN JAPAN TO 1600

Bernstein

Content: History of Japan from earliest times to Tokugawa Ieyasu's victory at Sekigahara. Cultural foundations; mythology; literature; aesthetics; religion; philosophy; key economic, social, political institutions. The production of and relationship between culture and politics in premodern Japan.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

217 THE EMERGENCE OF MODERN SOUTH ASIA

Campion

Content: The social, economic, and political history of the Indian subcontinent from the 18th century to the present. The cultural foundations of Indian Society; the East India Company and the expansion of British power; the experience of Indians under the British Raj; Gandhi and the rise of Indian nationalism; independence and partition; postcolonial South Asian developments in politics, economy, and culture. Thematic emphasis on the causes and consequences of Western imperialism, religious and cultural identities, and competing historical interpretations.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

218 PERSPECTIVES ON THE VIETNAM WAR

Staff

Content: A broadly humanistic and introductory perspective on the problem of the Vietnam War. Root causes of the war from Vietnamese and American perspectives; the nature of the war as it developed and concluded. The war as a problem in American domestic politics.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

221 TUDOR AND STUART BRITAIN, 1485 TO 1688

Campion

Content: The development of the British Isles from the late medieval period to the Glorious Revolution. The church and state in late medieval Britain; the English and Scottish reformations; Elizabeth and her realm; the evolution of monarchical and aristocratic power under the Tudors and Stuarts; Shakespeare, Milton, and the English literary renaissance; the conquest and settlement of Ireland; Cromwell, the Puritans, and the English Civil War; life in the villages and the growth of the mercantile economy; the Glorious Revolution and the shaping of constitutional monarchy.

Prerequisite: None. History 120 recommended.

Taught: Annually, 4 semester credits.

222 BRITAIN IN THE AGE OF REVOLUTION, 1688 TO 1815

Campion

Content: A history of Britain and its people from the Glorious Revolution to the end of the Napoleonic War. The end of absolutism and the rise of the constitutional monarchy; the Augustan Age: arts, letters, and religion; the Atlantic world and British overseas expansion; the Enlightenment and scientific revolution; the American Revolution and its aftermath; union with Scotland and Ireland and the creation of the British national identity; the revolution in France and the wars against Napoleon; the beginnings of the Industrial Revolution.

Prerequisite: None. History 121 recommended.

Taught: Annually, 4 semester credits.

224 THE MAKING OF MODERN BRITAIN, 1815 TO PRESENT

Campion

Content: The history of Britain from the Industrial Revolution to the present. Industrialization and its social consequences; the shaping of Victorian society; the rise and fall of the British Empire; the Irish question and the emancipation of women; political reform and the rise of mass politics; Britain in the age of total war; popular culture, immigration, and the making of multicultural Britain. Themes include the growth of the social and economic class structure, the shaping of national and regional identities, cultural exchanges with the empire. Extensive use of primary sources, literature, music.

Prerequisite: None. History 121 recommended.

Taught: Annually, 4 semester credits.

225 EUROPE IN THE AGE OF THE FRENCH REVOLUTION

Healy

Content: Social, economic, and intellectual origins of the revolution of 1789; major developments in France; the spread of revolution to the remainder of Europe. European responses to the threat of revolution, defeat of the Napoleonic armies, the attempt to return to normalcy after 1815.

Prerequisite: None. History 121 recommended.

Taught: Alternate years, 4 semester credits.

226 20TH-CENTURY GERMANY

Healy

Content: Origins and consequences of World War I; attempts to develop a republican government; Nazism; evolution of the two Germanies after 1945 and their reunification. Readings on relationship between individual and state, pressures for conformity, possibility of dissent.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

227 MEDIEVAL EUROPE, 800 TO 1400

Westervelt

Content: Social, intellectual, political, and cultural elements of European life during the period from about 800 to 1400. Emphasis on Christianity as a dominant aspect of public life; feudalism and other forms of economic and social life; developing conflicts between secular and ecclesiastical institutions; emergence of European nation-states; contacts with the non-European world; high medieval culture.

Prerequisite: None. History 120 recommended.

Taught: Alternate years, 4 semester credits.

228 MIDDLE EAST IN MODERN TIMES

Powers (Religious Studies)

Content: The Middle East, its religious and cultural contributions, indigenous empires, and outside imperialists. The region's strategic significance as the connecting link to three continents. Effects on the region of the discovery of oil in the 20th century. The impact of nationalism on each nation's viability in the region, economic dilemmas, pressing national problems.

Prerequisite: None.

Taught: Every third year, 4 semester credits.

229 THE HOLOCAUST IN COMPARATIVE PERSPECTIVE

Healy

Content: The Nazi genocide of European Jews during World War II in comparison to other cases of 20th-century mass violence in countries such as Armenia, Cambodia, the former Yugoslavia, and Rwanda. Nazi Germany serves as the principal case study for discussion of the broader question: What has made possible the organization and execution of mass violence against specific ethnic and religious groups in a wide variety of societies around the world over the past century? Includes examination of strategies for the prevention of future incidents of mass ethnic violence.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

230A UNITED STATES: THE COLONIAL CENTURIES, 1492 TO 1788

Staff

Content: First course in U.S. history sequence. Cultural encounters between European settlers, Native Americans, and African slaves. Political, economic, and social patterns of colonial development in the north, middle colonies, south, and southwest. Imperial competition, Native American strategies of adaptation and resistance, development of economic and political systems, religious revival and the Age of Reason, sources of the American Revolution, the founding of the United States.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

230B UNITED STATES: THE NATIONAL CENTURY, 1789 TO 1898

Beckham

Content: Second course in U.S. history sequence. How the young American nation coped with major changes and adjustments in its first century.

Emergence of political parties; wars with Indians and Mexico, and expansion into a continental nation; the lingering problem of slavery; the rise of industry and urbanization; immigration; the development of arts and letters into a new national culture.

Prerequisite: None.

Taught: Annually, 4 semester credits.

230C UNITED STATES: THE MODERN CENTURY, 1898 TO 1998

Staff

Content: Third course in U.S. history sequence. Expansion of the federal government and the birth of mass society. The founding and fortunes of the welfare state; imperialism, world wars, and globalization; conflicts over minority and women's rights and status; growth of cultural "modernism." Coverage of traditional topics (Progressivism, the New Deal, the Civil Rights movement, the Cold War) combined with a thematic approach and readings in primary and secondary sources.

Prerequisite: None.

Taught: Annually, 4 semester credits.

231A U.S. WOMEN'S HISTORY, 1600 TO 1980

Hunter

Content: The diverse experiences of American women from the colonial era to the recent past. Changing ideologies from the colonial goodwife to the cult of true womanhood. Impact of Victorianism, sexuality and reproduction, the changing significance of women's work. Origins of the women's rights movement, battles and legacy of suffrage, history of 20th-century feminism, competing ideologies and experiences of difference.

Prerequisite: None.

Taught: Annually, 4 semester credits.

233 HISTORY OF NEW YORK

Staff

Content: An overview of the urban history and urban structure of New York. Emphasis on examining the process of continuity and change of New York from the colonial period to the 20th century.

Prerequisites: None.

Taught: Annually, on New York program, 4 semester hours.

235 HISTORY OF THE PACIFIC NORTHWEST

Beckham

Content: Historical development of the Pacific Northwest over the past 200 years. Native American cultures, Euro-American exploration and settlement, fur trade, missions, overland emigration, resource development, the question of regionalism.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

242 BORDERLANDS: U.S.-MEXICO BORDER, 16TH CENTURY TO PRESENT

Young

Content: Exploration of the concept and region known as the Borderlands from when it was part of northern New Spain to its present incarnation as the U.S.-Mexico border. Thematic focus on the roles of imperialism and capitalism in the formation of borderlands race, class, gender, and national identities. The transformation of this region from a frontier between European empires to a borderline between nations.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

244 PRACTICUM

Staff

Content: Experience in historical research, writing, interpreting, or planning. Specifics vary depending on placement with sponsoring agency.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits. Eight credits may be applied to graduation requirements, but only four may be applied to the major.

259 INDIA IN THE AGE OF EMPIRE

Campion

Content: The political, cross-cultural, and social development of the Indian sub-continent from the classical civilizations of late antiquity to the beginnings of colonial rule in the 18th century. The artistic and architectural achievements of Indo-Islamic civilization; the Mughal Empire and regional polities; religious and cultural syncretism; the influence of contact with the West. Special emphasis on the historical antecedents of contemporary debates about regional identities, state formation and fragmentation, and the origins of colonial rule.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor.

Prerequisite: Consent of instructor.

Taught: Each semester, 4 semester credits.

300 HISTORICAL MATERIALS

Staff

Content: Materials and craft of historical research. Bibliographic method; documentary editing; use of specialized libraries, manuscripts, maps, government documents, photographs, objects of material culture. Career options in history. Students work with primary sources to develop a major editing project. Topical content varies depending on instructor's teaching field.

Prerequisite: Sophomore standing.

Taught: Two or three seminars per year, 4 semester credits each. Enrollment preference given to history majors and minors.

310 CHINA DISCOVERS THE WEST: SILK, JESUITS, TEA, OPIUM, AND MILK

Glosser

Content: The nature and extent of China's contact with other countries, including the silk roads to Middle Asia in the first millennium B.C.E., Jesuits and the influx of Spanish-American silver in the 16th century, British tea and opium trade, and Chinese intellectual experiments with social Darwinism, anarchism, communism, and the nuclear family ideal. Primary sources showing foreign and Chinese perceptions of the content and significance of these exchanges.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

311 HISTORY OF FAMILY, GENDER, AND SEXUALITY IN CHINA

Glosser

Content: Development of family structure, gender roles, and sexuality in Chinese history, explored through oracle bones, family instructions, tales of exemplary women, poetry, painting, drama, fiction, and calendar posters. Key movements in the transformation of family and gender from 1600 B.C.E. to the 20th century. Close readings of texts to explore how social, economic, religious, and political forces shaped family and gender roles.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

313 RELIGION, SOCIETY, AND THE STATE IN JAPANESE HISTORY

Bernstein

Content: Japanese religious traditions and their impact on social and political structures from ancient times to the present. Examination of the doctrinal and institutional development of Buddhism, Confucianism, Shinto, and Christianity, as well as the creation and suppression of more marginal belief systems. Issues include pilgrimage, spirit possession, death practices, millenarianism, militarism, abortion, eco-spiritualism, and religious terrorism. Sources include canonical scriptures, short stories, diaries, government records, newspaper articles, artwork, films.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

316 POPULAR CULTURE AND EVERYDAY LIFE IN JAPANESE HISTORY

Bernstein

Content: Popular culture as the site of social change and social control in Japan from the 18th to the 20th century. Religion and folk beliefs, work and gender roles, theatre and music, tourism, consumerism, citizens' movements, fashion, food, sports, sex, drugs, hygiene, and forms of mass media ranging from woodblock prints to modern comic books, film, television. Concepts as well as content of popular and mass culture.

Prerequisite: Junior standing or consent of instructor. History 112 recommended.

Taught: Alternate years, 4 semester credits.

320 HUMANISM IN RENAISSANCE EUROPE

Westervelt

Content: Writings by major figures in the humanist movement from the 14th to the 16th century. Social, political, intellectual contexts of humanism in the university and Italian city-state; ideal of return to sources of classical culture; civic humanism; interplay between Christian and secular ideals; relationship between Italian and northern forms of humanism; relationship between Renaissance humanism and the Protestant Reformation; comparative experience of Renaissance humanists and artists.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

323 MODERN EUROPEAN INTELLECTUAL HISTORY

Healy

Content: Approaches to the problem of ethical values in 19th- and 20th-century European thought, including Marxist, social Darwinist, Nietzschean, and Freudian perspectives; existentialism; postmodernism. Readings in philosophical, literary, artistic works.

Prerequisite: Junior standing or consent of instructor. History 121 recommended.

Taught: Alternate years, 4 semester credits.

324 RELIGION AND SOCIETY IN EARLY MODERN CATHOLICISM, 1500 TO 1600

Westervelt

Content: Charism and bureaucracy in the careers of Ignatius of Loyola, founder of the Jesuits, and Teresa of Avila, of the Discalced Carmelites. Ignatius and Teresa as mystics, theologians, founders and/or reformers of religious orders, believers. Impact of national origin, social status, gender on their careers and on early modern Catholicism.

Prerequisite: None. History 120 or Religious Studies 373 recommended.

Taught: Alternate years, 4 semester credits.

328 THE BRITISH EMPIRE

Campion

Content: The history of British overseas expansion from the early 17th century to the end of the 20th century. Theories of imperialism; Britain's Atlantic trade network; the Victorian empire in war and peace; collaboration and resistance among colonized people; India under the British Raj; Africa and economic imperialism; the effects of empire on British society; the creation of the British Commonwealth; the rise of nationalism in India, Africa, and the Middle East; decolonization and postcolonial perspectives. Extensive readings from primary sources.

Prerequisite: Junior standing or consent of instructor. History 121 recommended.

Taught: Alternate years, 4 semester credits.

330 RACE AND ETHNICITY IN AMERICAN HISTORY

Hunter

Content: The distinct experiences and culture of African Americans in relation to other minority ethnic and racial groups. The uniqueness of the African American experience; racism and prejudice; strategies of accommodation and resistance including gender and family relationships; the development of liberation movements. Readings of first-person narratives, secondary sources.

Prerequisite: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

331 AMERICAN CULTURE AND SOCIETY: 1880 TO 1980

Hunter

Content: Formation of modern culture from the late Victorian era to the "me decade." The influence of consumer culture, popular psychology, mass media, changing definitions of work and leisure in the development of a modern self. Origins and impact of the gender and race revolutions, relationship of "high" and "popular" culture. Readings in primary and secondary sources.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

335 HISTORY AND CULTURE OF AMERICAN INDIANS

Beckham

Content: Purposes of archaeology and its contributions to the understanding of North American prehistory, the culture-area hypothesis, relations with tribes from colonial times to the present, Native American responses. Federal Indian policy and its evolution over the past 200 years.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

336 WILDERNESS AND THE AMERICAN WEST

Beckham

Content: History of the trans-Mississippi West, including Euro-American perceptions of North America, issues of progress and preservation, and environmental history. Role of the federal government; contributions of minorities,

women, and men in shaping the trans-Mississippi West. Voices of those who have sought to develop and conserve the West.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

345 RACE AND NATION IN LATIN AMERICA

Young

Content: Social thought about race and nation in Latin America. The Iberian concept of pureza de sangre, development of criollo national consciousness, 20th-century indigenista movements. Linkages between national identities and constructions of race, particularly in the wake of revolutionary movements. Freyre (Brazil), Marti (Cuba), Vasconcelos (Mexico), and Sarmiento (Argentina).

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

347 MODERN MEXICO: CULTURE, POLITICS, AND ECONOMIC CRISIS

Young

Content: Origins and development of the modern Mexican nation from independence to the contemporary economic and political crisis. 1811 to 1940: liberal-conservative battles, imperialism, the pax Porfiriana, the Mexican Revolution, industrialization, and institutionalizing the revolution. 1940 to the present: urbanization, migration to the United States, the student movement, neoliberal economics and politics, disintegration of the PRI (Institutional Revolutionary Party), and the new social rebellions (Zapatistas, Popular Revolutionary Army, Civil Society). Constructing mexicanidad in music, dance, film, and the cultural poetics of the street and the town plaza.

Prerequisite: Junior standing or consent of instructor. History 141 or 142 recommended.

Taught: Alternate years, 4 semester credits.

348 MODERN CUBA

Young

Content: Development of the modern Cuban nation from the independence movement of the mid-19th century to the contemporary socialist state. Focus on how identity changed under the Spanish colonial, U.S. neocolonial, Cuban republic, and revolutionary states. 1840s to 1898: wars of independence, slavery, transition to free labor. 1898 to 1952: U.S. occupation and neocolonialism, Afrocubanismo, populism. 1952 to the present: Castro revolution, socialism, U.S.-Cuban-Soviet relations.

Prerequisite: Junior standing or consent of instructor. History 142 recommended.

Taught: Alternate years, 4 semester credits.

400 READING COLLOQUIUM

Staff

Content: Reading and critical analysis of major interpretive works. Organized around themes or problems; comparative study of historical works exemplifying different points of view, methodologies, subject matter. Focus varies depending on instructor's teaching and research area.

Prerequisite: Junior standing or consent of instructor.

Taught: Two to three colloquia annually, 4 semester credits each. May be taken twice for credit. Enrollment preference given to history majors and minors.

444 PRACTICUM

Staff

Content: Same as History 244 but requiring more advanced work.*Prerequisite:* Consent of instructor.*Taught:* Each semester, 1-4 semester credits. Eight credits may be applied to graduation requirements, but only four may be applied to the major.**450 HISTORY SEMINAR**

Staff

Content: Work with primary documents to research and write a major paper that interprets history. Topical content varies depending on instructor's teaching field. Recent topics: the Americas; the United States and Asia; European intellectual history since 1945; women in American history; Indian policy on the Pacific Slope; World War II, the participants' perspectives; the British Raj; cultural nationalism in East Asia.*Prerequisites:* History 300. Consent of instructor.*Taught:* Three seminars annually, 4 semester credits each. May be taken twice for credit. Enrollment preference given to history majors and minors.**499 INDEPENDENT STUDY**

Staff

Content: Same as History 299 but requiring more advanced work.*Prerequisite:* Consent of instructor.*Taught:* Each semester, 4 semester credits.

International Affairs

CHAIR: ANDREW CORTELL

The Department of International Affairs offers an interdisciplinary curriculum designed to help students understand the political, military, economic, historical, and cultural relations among states, nations, and transnational groups. Courses seek to provide students with the capacity to evaluate the significance and implications of these diverse relations and dynamics by synthesizing methodologies, theories, and ideas developed in a variety of disciplines. These include political science, economics, history, literature, psychology, sociology, and anthropology.

The department emphasizes both contemporary international relations and international history in its approach to foreign policy, security, international law and organizations, economic relations, and development issues. Courses in the major balance a heavy emphasis on theoretical, critical, and analytical thinking with serious empirical research. These courses are designed to encourage students to evaluate and question prevailing assumptions and existing theories in the field of international relations. In the spirit of a liberal arts education, the international affairs department helps students to make informed judgments that go beyond superficial reactions to current events. In particular, courses help students to develop a sound understanding of state and transnational phenomena and how and why systemic change occurs.

Students majoring in international affairs form the core of a strong International Affairs Association. This association coordinates students' participation in the annual International Affairs Symposium, the oldest continuing symposium of its kind in the United States.

The International Affairs Association also supports and encourages student participation in Model United Nations activities, and brings speakers on international subjects to campus, allowing students to talk informally with visiting policy-makers and scholars.

An annual student-run journal, the *Meridian*, offers an opportunity for students to publish their research and reflections on international topics.

Many majors participate in overseas programs and in the off-campus program in Washington, D.C. Students majoring in international affairs have had practica or internships with the World Affairs Council, the Port of Portland, Mercy Corps International, the U.S. Department of Commerce, the World Trade Center, the U.S. Department of State, the U.S. Agency for International Development, organizations of the United Nations, and various voluntary agencies.

THE MAJOR PROGRAM

Introduction to International Affairs (International Affairs 100), which provides an overview of the central concepts used in understanding international relations, should be taken early in the student's academic career since it is a prerequisite for most of the courses in the department. Majors take a set of departmental core courses and work with their advisors to construct programs appropriate to their interests and career goals. The major culminates in the International Affairs Seminar (430) in which students write a senior thesis.

The international affairs curriculum is organized into the following core courses and concentrations. See appropriate department listings for course descriptions.

Core Courses*International Affairs*

100 Introduction to International Affairs

211 International Organizations

212 United States Foreign Policy

310 Theories of International Affairs

430 International Affairs Seminar

Economics

100 Principles of Economics

Political Science

102 Comparative Political Systems

103 U.S. Government: National Politics

Research Methods

Communication 260, Empirical Research Methods

Economics 103, Statistics

Mathematics 105, Perspectives in Statistics

Political Science 201, Research Methods in Political Science

Psychology 200, Statistics I

Sociology/Anthropology 201, Quantitative Research Methods

Comparative and Regional Perspectives*International Affairs*

230 African Politics

231 Latin American Politics

234 Japan in International Affairs

236 International Relations of Northeast Asia

237 Development: Problems and Prospects

290 Middle East Politics

International Systems and Processes*International Affairs*

257 Global Resource Dilemmas

296 Human Rights in International Politics

311 Regional Organizations and Integration

312 Studies of Diplomacy

329 International and Internal Conflict

330 National Security
 332 Geopolitics
 333 International Law
 342 Perception and International Relations
History
 328 The British Empire
Political Science
 254 Comparative Nationalism
 315 Transitions to Democracy
 320 European Agrarian Development in Comparative Perspective
Sociology and Anthropology
 350 Global Inequality
Economic Perspectives
International Affairs
 318 Multinational Corporations
 340 International Political Economy
 341 Advanced Industrial Economies
Economics
 232 Economic Development
 280 Political Economy of Japan
 291 Intermediate Macroeconomic Theory
 295 Political Economy of South Korea
 314 International Economics

MAJOR REQUIREMENTS

A minimum of 44 semester credits (11 courses), distributed as follows:

- 1) Seven departmental core courses: International Affairs 100, 211, 212, 310, and 430. Economics 100. Political Science 102 or 103.
- 2) One course from each of the departmental concentrations: research methods, comparative and regional perspectives, international systems and processes, and economic perspectives.

HONORS

The honors program is based on the thesis. All international affairs majors who have a GPA of 3.500 or higher, both in the major and overall, are eligible. A thesis judged by all members of the department faculty to be of superior quality, originality, and insight merits the award of honors on graduation.

RESOURCES FOR NONMAJORS

An understanding of international affairs is important to each student's growth as an individual and as a citizen of an increasingly interdependent world. A number of courses in the department are accessible to nonmajors without prerequisites. Introduction to International Affairs (International Affairs 100) gives the best general introduction to the field as a whole.

FACULTY

Andrew Cortell, associate professor. International political economy, international relations theory, advanced industrialized countries.

Michelle Diggles, visiting instructor.

Bob Mandel, professor. Conflict and security, global resource issues, transnational studies, psychological aspects of international affairs, research methods, international relations theory.

Cyrus Partovi, senior lecturer in social sciences. Middle East politics, U.S. foreign policy, diplomacy, the United Nations.

Heather M. Smith, assistant professor. International organization, international law, human rights.

100 INTRODUCTION TO INTERNATIONAL AFFAIRS

Cortell, Mandel, Partovi, Smith

Content: An introduction to a conceptual, analytical, and historical understanding of international relations. Emphasis on the international system and the opportunities and constraints it places on state and nonstate behavior. Cooperation and conflict, sovereignty, the rich-poor gap, determinants of national power, interdependence, the process of globalization, international institutions, and the role of transnational phenomena. Designed for students who have no previous background in the study of international relations.

Prerequisite: None.

Taught: Annually, 4 semester credits.

211 INTERNATIONAL ORGANIZATIONS

Partovi, Smith, Staff

Content: The changing relationship between the United Nations and other selected international organizations and their environments. Purposes for which national governments try to use international organizations and consequences of their efforts. Politics of the U.N. and other international organizations, conflict management, economic and social issues facing the organizations.

Prerequisite: International Affairs 100.

Taught: Annually, 4 semester credits.

212 UNITED STATES FOREIGN POLICY

Partovi

Content: An overview of contemporary U.S. foreign policy from a historical and theoretical perspective. International, domestic, bureaucratic, and individual determinants of policy-making. New challenges and prospects for U.S. foreign policy in the post-Cold War era.

Prerequisite: International Affairs 100.

Taught: Annually, 4 semester credits.

229 AFRICAN POLITICS AND LITERATURE

Staff

Content: Comparative analysis of politics as reflected in literature (novels, short stories, plays, poetry) from sub-Saharan Africa. Themes vary from year to year and may include traditional political systems, colonialism and its legacies, nationalist movements, changing roles of women, problems of southern Africa, postcolonial independent Africa. Authors vary from year to year and may include early Swahili poets, Chinua Achebe, Sembene Ousmane, Wole Soyinka, Ayi Kwei Armah, Ngugi wa Thiong'o, Buchi Emecheta, Zakes Mda, Andre Brink, Nadine Gordimer, J.M. Coetzee, Alex La Guma, Bessie Head, Nuruddin Farah, others.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

230 AFRICAN POLITICS

Staff

Content: Comparative analysis of sub-Saharan African politics. Traditional political systems, colonialism and its legacies, nationalist movements, changing political role of women, problems of southern Africa, patterns of government and of political activity in postcolonial independent African states. Uses principally social science materials with occasional materials of a more literary nature.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

231 LATIN AMERICAN POLITICS

Diggles

Content: Comparative analysis of politics in South and Central America. Specific emphases vary, but usually include role of the peasantry, Catholic Church and Catholicism, changing political role of women, international linkages, causes and effects of social revolutions, military rule, transitions to democracy. Theories attempting to explain patterns of Latin American politics.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

234 JAPAN IN INTERNATIONAL AFFAIRS

Staff

Content: Examination of Japan's international history from prewar to present, searching for historic, ideological, geophysical, systemic, and strategic explanations for Japanese foreign policy behavior. Changing formulations of national purpose, responses to international change, perceptions and realities. Controversies related to contemporary foreign affairs include Japan's prewar empire in Asia; wars with Russia, China, and the United States; and the post-war reconstitution of Japanese national power.

Prerequisite: None.

Taught: Annually, 4 semester credits.

236 INTERNATIONAL RELATIONS OF NORTHEAST ASIA

Staff

Content: Political, economic, military, and cultural features of the international relations of China, Japan, Korea, and Pacific Russia. Comparative topics include regional and international linkages through time, war, domestic politics, foreign policy, trade, national defense, the influence of imagery and perception, the accomplishments and costs of modernization. The emergence of Northeast Asia as a dynamic center of world affairs.

Prerequisite: None.

Taught: Annually, 4 semester credits.

237 DEVELOPMENT: PROBLEMS AND PROSPECTS

Diggles

Content: Comparative analysis of Third World politics. Politics of peasant movements, political role of women, Third World ideologies, cultural and international influences on underdevelopment, patterns of external indebtedness and their political consequences.

Prerequisite: None.

Taught: Every third year, 4 semester credits.

244 INTERNATIONAL AFFAIRS PRACTICUM

Staff (Model United Nations), Mandel (International Affairs Symposium)

Content: This course has two separate sections from which students must choose. (1) Model United Nations: Facilitation of student participation in national and regional Model United Nations conferences. Research to prepare for participation. Credit granted for preparation, participation, and postsession analysis. (2) International Affairs Symposium: Guided readings on the topic of the College's annual International Affairs Symposium. Focus on key issues of controversy within contemporary international relation. Recent topics have included global terrorism, arms transfers, migration, disease, and humanitarian intervention. Discussion of the substantive issues involved, preparation of written materials, and training and guidance to shape sessions and the ways to create an effective symposium.

Prerequisites: None for Model United Nations. International Affairs 100 and permission of instructor for International Affairs Symposium.

Taught: Annually, 1 semester credit for United Nations, 2 semester credits for International Affairs Symposium. The Model United Nations section may be taken up to four times. The International Affairs Symposium section of this course must be taken in a fall-spring sequence; it may not be started in the spring, and students enrolling in the fall must take it in the spring. The International Affairs Symposium section may be taken up to four times.

257 GLOBAL RESOURCE DILEMMAS

Mandel

Content: Broad theoretical issues underlying international environmental problems, specifically relating to the global scarcity of nonhuman resources. The "limits to growth" and "lifeboat ethics" controversies; human impact on global resources and resulting environmental conflicts; national, transnational, international solutions to resource problems.

Prerequisite: International Affairs 100.

Taught: Annually, 4 semester credits.

290 MIDDLE EAST POLITICS

Partovi

Content: Analysis and explanation of the historical forces that shaped the complexities of this region, placing the area in its proper setting and perspective.

Prerequisite: None.

Taught: Annually, 4 semester credits.

296 HUMAN RIGHTS IN INTERNATIONAL RELATIONS

Smith

Content: Examination of the tension surrounding sovereignty, or non-intervention, in the face of increasingly severe human rights abuses. Overview of the philosophical underpinnings of human rights as well as prominent debates in the human rights literature. Critical examination of the doctrine of sovereignty in international relations theory and practice. Analysis of the international community's ways of preventing human rights violations, including political and judicial enforcement of human rights norms.

Prerequisite: International Affairs 100.

Taught: Annually, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor.

Prerequisite: Consent of instructor.

Taught: Annually, 1-4 semester credits.

310 THEORIES OF INTERNATIONAL AFFAIRS

Cortell, Staff

Content: Examines contending theories of international relations, specifically those that explain the evolution and content of world politics by reference to transnational, international, state-specific, and/or individual factors. Emphasis on the conceptual, analytical, and methodological aspects of and debates in international relations theory.

Prerequisites: International Affairs 100. Junior standing. Two 200-level international affairs courses.

Taught: Each semester, 4 semester credits.

311 REGIONAL ORGANIZATIONS AND INTEGRATION

Staff

Content: Theories of international integration. Problems and prospects of regional economic and political integration in Europe and other regions of the world.

Prerequisites: International Affairs 100 and 211.

Taught: Every fourth year, 4 semester credits.

312 STUDIES OF DIPLOMACY

Partovi

Content: Functions of diplomacy; organization for the conduct of foreign affairs; diplomatic practice; techniques of reporting, analysis, negotiation; embassy and consular organization, function, administration.

Prerequisite: International Affairs 100 or junior standing.

Taught: Every third year, 4 semester credits.

318 MULTINATIONAL CORPORATIONS

Mandel

Content: Causes of growth of the multinational corporation, its impact on host states and home states, international responses to its emergence.

Prerequisites: International Affairs 100. Economics 100.

Taught: Annually, 4 semester credits.

329 INTERNATIONAL AND INTERNAL CONFLICT

Mandel

Content: Theories on the outbreak of interpersonal aggression, theories on group aggression within states, traditional and nontraditional theories about international conflict, theories on crises, ways of controlling conflict. Analysis and integration of theories about causes of conflict at interpersonal, group, and international levels.

Prerequisite: International Affairs 100.

Taught: Every third year, 4 semester credits.

330 NATIONAL SECURITY

Mandel

Content: Reconceptualizing national security in the post–Cold War world, with emphasis on military, economic, political, cultural, resource–environmental dimensions of security.

Prerequisite: International Affairs 100.

Taught: Annually, 4 semester credits.

332 GEOPOLITICS

Staff

Content: Survey of theoretical works on geography and geopolitics that have influenced the foreign policies of states at critical moments in the history of international relations and world order. Focus on renewed scholarly concern for the role of space in analyzing the international relations of economic globalization, human migration, environmental degradation, resource allocation, political fragmentation since the Cold War. The dynamic nature of spatial change, and the profound and lasting effects of physical and socioeconomic geography on equality and stability in the international system.

Prerequisite: International Affairs 100 or consent of instructor.

Taught: Every third year, 4 semester credits.

333 INTERNATIONAL LAW

Smith, Staff

Content: The political setting of international law, its changing content, its influence on the foreign policies of states, the special problems of regulating war, and developing and implementing human rights. Focus on insights from social science theories and perspectives, not on technical understanding of international law.

Prerequisites: International Affairs 100 and 211.

Taught: Alternate years, 4 semester credits.

340 INTERNATIONAL POLITICAL ECONOMY

Cortell

Content: Exploration of the relationship between politics and economics in international relations. History of the modern international political economy, and theories to explain how political factors affect the content and evolution of international economic systems. Trade, monetary, development, production relations.

Prerequisites: International Affairs 100. Economics 100.

Taught: Annually, 4 semester credits.

341 ADVANCED INDUSTRIAL ECONOMIES

Cortell

Content: Exploration of the elements and conditions that affect whether and how countries promote their industries and economies. Emphasis on the role of globalization and how political forces influence the national economic strategies adopted in the countries studied.

Prerequisites: International Affairs 100. Economics 100. International Affairs 340 recommended (but not required).

Taught: Alternate years, 4 semester credits.

342 PERCEPTION AND INTERNATIONAL RELATIONS

Mandel

Content: Processes and patterns of intergroup and international perception, views of enemies, perception in foreign policy-making and deterrence, ways of reducing perceptual distortions. Students analyze and theorize about the role of misperception—distortions in one state's perception of other states—in international relations.

Prerequisite: International Affairs 100.

Taught: Annually, 4 semester credits.

430 INTERNATIONAL AFFAIRS SEMINAR

Cortell, Staff

Content: Advanced research in international affairs. Production of a carefully researched and reasoned thesis, distribution to instructor and other class members for assessment. Oral presentation of thesis; written and verbal comments from instructor and other students. The thesis written in this course requires students to construct, research, write, and present rigorous analysis of some dimension of international relations that the current literature identifies as compelling.

Prerequisites: International Affairs 310. One course from the Research Methods list.

Taught: Annually, 4 semester credits.

444 PRACTICUM

Staff

Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on-campus and off-campus organizations such as the World Trade Center, World Affairs Council, or U.S. Department of Commerce in Portland. Students must be well prepared prior to enrollment, consult the faculty supervisor about the program in advance, and write a report on the practicum experience.

Prerequisites: Junior standing. Consent of instructor.

Taught: Annually, 2-4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Same as International Affairs 299 but requiring more advanced work.

Prerequisites: Junior standing. Consent of instructor.

Taught: Annually, 1-4 semester credits.

Latin American Studies

DIRECTOR: JUAN CARLOS TOLEDANO

The minor in Latin American studies enables students to combine study of a major field in the arts, humanities, sciences, or social sciences with a focused study of Latin American and Hispanic/Latino history, culture, and contemporary affairs. The program includes a major component of overseas study integrated with courses from various disciplines on campus. Overseas study programs offered in Latin America allow students to spend up to a year studying in curricular areas not covered on the Lewis & Clark campus.

The interdisciplinary minor is supervised by a group of faculty from several departments. This group coordinates the curriculum, advises students, supervises major research projects, and plans special events.

Students may apply for admission to the minor only after being accepted for an appropriate overseas study program.

MINOR REQUIREMENTS

A minimum of 24 semester credits, distributed as follows:

- 1) One of the following: History 141, History 142, or Sociology/Anthropology 266.
- 2) A minimum of one and a maximum of three international studies courses (language courses do not apply) from participation in a Lewis & Clark overseas study program in Latin America.
- 3) Up to four additional courses from the Latin American studies courses listed below. It is highly recommended that one of these be a Latin American literature course.

Art

207 Pre-Columbian Art

History

141 Colonial Latin American History

142 Modern Latin American History

242 Borderlands: U.S.-Mexico Border, 16th Century to Present

345 Race and Nation in Latin America

347 Modern Mexico: Culture, Politics, and Economic Crisis

348 Modern Cuba

400 Reading Colloquium (when focus is on Latin America)

450 History Seminar (when focus is on Latin America)

Hispanic Studies

230 Hispanic Literature in Translation

380 Major Periods in South American Literature

390 Major Periods in Mesoamerican and Caribbean Literature

410 Major Periods in Spanish Literature

440 Topics in Hispanic Literatures

444 Spanish Practicum

450 Special Topics

Sociology/Anthropology

261 Gender and Sexuality in Latin America

266 Latin America in Cultural Perspective

400 Senior Seminar and Thesis (when focus is on Latin America)

International Affairs

231 Latin American Politics

430 International Affairs Seminar (when thesis is on Latin America)

Music

306 World Music: Latin America and the Caribbean

A minimum of 12 semester credits must be discrete to the minor (in other words, may not be used in any other set of major or minor requirements). In addition, at least three of the courses used for the minor must be taken on campus at Lewis & Clark.

FORTHCOMING OVERSEAS STUDY PROGRAMS**General Culture**

Cuba. 2010 spring

Cuenca, Ecuador. Annual: spring, summer

Language Intensive

Santo Domingo, Dominican Republic. Annual: one semester or full year

Santiago or Valparaíso, Chile. Annual: one semester or full year

SPONSORING FACULTY

Franya Berkman, assistant professor of music.

Matthieu P. Raillard, assistant professor of Hispanic studies.

Bruce M. Podobnik, associate professor of sociology.

Juan Carlos Toledano, associate professor of Hispanic studies.

Freddy O. Vilches, assistant professor of Hispanic studies.

Wendy Woodrich, senior lecturer in foreign languages.

Elliott Young, associate professor of history.

Mathematical Sciences

CHAIR: JOHN W. KRUSSEL

The mathematical sciences—mathematics, statistics, and computer science—continue to play a central role in the evolution of civilization. With a focus on patterns and structure, and with methodologies based on computation and representation of information, the mathematical sciences foster coherence and understanding that enable technology and broaden insights about the world of natural science.

The goal of the department is to acquaint students with this role as it relates to developments within the mathematical sciences as well as to applications to other disciplines. The department focuses on two distinct but complementary responsibilities: the mathematical sciences as an essential component of a liberal arts education and the mathematical sciences as a major course of study.

The department's courses present the many facets of the mathematical sciences: as a way of structuring the world of knowledge, as an art form, as an enabler in other disciplines, and as a historical force. As a consequence, the

department provides the requisite mathematical, computational, and statistical content and methodology for allied disciplines as well as two comprehensive major programs.

THE MAJOR PROGRAMS

The department supports three majors: one in mathematics, one in computer science and mathematics, and one in computer science.

Students intending to major in any of these programs should have four years of high school mathematics, including, at a minimum, two years of algebra, a course in geometry, and a course in precalculus mathematics (including analytical geometry and trigonometry). Most well-prepared students begin their college mathematics programs with Calculus (Mathematics 131, 132, or 233) and their college computer science programs with Computer Science I (Computer Science 171). Students who have received Advanced Placement credit in calculus or computer science should consult with a member of the department for proper placement. For students without strong backgrounds in mathematics, the department offers Elementary Functions (Mathematics 115) to prepare them for work in calculus and computer science.

Students with interest in a professional career in the mathematical sciences should plan their curriculum to meet specific goals, as follows:

For graduate study in mathematics, Abstract Algebra I and II (Mathematics 421, 422); Advanced Calculus I and II (Mathematics 441, 442); as many additional upper-division mathematics courses as possible. These students should also be aware that many graduate programs require a reading knowledge of one or two foreign languages, usually chosen from among French, German, and Russian.

For graduate study in computer science, Theory of Computation (Computer Science 465).

For graduate study in statistics or a career in actuarial science, Numerical Analysis (Mathematics 345); Probability and Statistics I and II (Mathematics 451, 452).

For teaching in secondary or middle school, Number Theory (Mathematics 315); Geometry (Mathematics 355); Abstract Algebra I (Mathematics 421); Probability and Statistics I (Mathematics 451).

For a career in industry or applied mathematics, Statistical Concepts and Methods (Mathematics 255); Numerical Analysis (Mathematics 345); Complex Variables (Mathematics 365).

Students majoring in mathematics may also earn a minor in computer science; otherwise, students may not earn more than one major or minor from the department.

MAJOR REQUIREMENTS: COMPUTER SCIENCE

A minimum of 44 semester credits in the mathematical sciences numbered 171 and above,* including the following:

- 1) Computer Science 171, 172, 277, 230, and 383; Mathematics 255.
- 2) At least 20 additional semester credits in computer science numbered 200 or above.

MAJOR REQUIREMENTS: COMPUTER SCIENCE AND MATHEMATICS

A minimum of 40 semester credits in the mathematical sciences numbered 171 and above,* including the following:

- 1) Computer Science 171, 172, 277, and 383; Mathematics 215 and 225. (Computer Science 230 does not count toward this major.)
- 2) At least 8 additional semester credits in mathematics courses numbered 200 or above.

*To apply Mathematics 490 or Computer Science 495 to a major or minor requires consent of the department chair.

- 3) At least 8 additional semester credits in computer science courses at the 300 or 400* level.

MAJOR REQUIREMENTS: MATHEMATICS

A minimum of 36 semester credits in mathematics courses numbered 171 and above,* including the following:

- 1) Computer Science 171; Mathematics 215, 225, 233, and 235. (Computer Science 230 does not count toward this major.)
- 2) At least 16 additional semester credits at the 300 or 400* level, at least 12 of which must be in mathematics courses.

MINOR REQUIREMENTS: COMPUTER SCIENCE

A minimum of 20 semester credits, including the following:

- 1) Sixteen semester credits in computer science courses numbered 171 and above.
- 2) Computer Science 230 or 4 semester credits in mathematics courses numbered 115 and above.

MINOR REQUIREMENTS: MATHEMATICS

A minimum of 16 semester credits in mathematics courses numbered 171 and above,* including the following:

- 1) Mathematics 215 and 225.
- 2) At least 4 semester credits in mathematics at the 300 or 400* level.

(For information about Lewis & Clark's 3-2 cooperative program in computer science with the OGI School of Science & Engineering, see the Engineering listing in this catalog.)

HONORS

The honors program in the mathematical sciences usually consists of either (1) a yearlong independent research project or (2) a summer research project followed by a one-semester independent study, culminating in an appropriate oral presentation and written form. After completing the 100- and 200-level courses required for one of the majors and enrolling in at least one course at the 300 or 400 level, an interested student with a cumulative GPA of 3.500 or higher, both in the major and overall, should consult the chair or the student's advisor concerning development and completion of a project.

RESOURCES FOR NONMAJORS

The following courses are designed with nonmajors in mind:

Review of Algebra (Mathematics 055), designed for those not prepared to take college-level mathematics, addresses second- and third-year high school mathematics.

Perspectives in Mathematics (Mathematics 103), Perspectives in Statistics (Mathematics 105), and Perspectives in Computer Science (Computer Science 107) stress connections among contemporary mathematics, statistics, computer science, and modern society.

Elementary Functions (Mathematics 115) provides experience with the functions encountered in introductory calculus or computer science courses.

Statistical Concepts and Methods (Mathematics 255) introduces the main ideas of modern statistics, with applications to problems encountered in various disciplines, especially the natural sciences.

FACILITIES

Lewis & Clark maintains microcomputer laboratories containing Windows and Apple computers in the library, several classroom facilities, and residence

*To apply Mathematics 490 or Computer Science 495 to a major or minor requires consent of the department chair.

halls. All Lewis & Clark students have access to this computing machinery 24 hours a day, 7 days a week, for use in assigned coursework and independent projects. In addition, the department has two labs of 40 personal computers running LINUX and a small lab of 3 to 4 computers near the faculty offices. Students are encouraged to bring their own microcomputers to campus and use them independently or as terminals to access Lewis & Clark's file servers. To assist students, Lewis & Clark supports a discount purchase program for microcomputers.

FACULTY AND STAFF

Suanne Benowicz, director of the Math Skills Center.

Naiomi T. Cameron, assistant professor of mathematics. Enumerative combinatorics, graph theory.

Yung-Pin Chen, associate professor of statistics. Statistics, sequential designs. Probability, stochastic processes.

Peter Drake, assistant professor of computer science. Artificial intelligence/cognitive science. Programming languages.

Jeffrey S. Ely, associate professor of computer science. Computer graphics, numerical analysis.

Gregory A. Fredricks, professor of mathematics. Analysis, differential geometry.

John W. Krussel, professor of mathematics. Graph theory, combinatorics, cryptography.

Jens Mache, associate professor of computer science. Operating systems, computer architecture, parallel and distributed systems, computer networks.

Elizabeth Stanhope, assistant professor of mathematics. Differential geometry, spectral geometry.

Iva Stavrov, assistant professor of mathematics. Differential geometry, algebraic topology.

Computer Science

107 PERSPECTIVES IN COMPUTER SCIENCE

Staff

Content: Introduction to computer science. Topics chosen from the following: programming languages, digital logic and computer architecture, algorithms. Programming concepts including applications of loops, assignment and "if" statements, arrays, user-defined functions. Emphasis on the writing of programs illustrating these concepts. Students who have received credit (including transfer credit) for Computer Science 171 or its equivalent may not register for this course.

Prerequisite: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits. May not be taken for credit if AP Computer Science credit has been granted.

171 COMPUTER SCIENCE I

Staff

Content: Basic techniques for solving problems amenable to solution through the use of a high-level computer programming language. Emphasis on solving a problem via a program and on the skills to write programs solving complex problems. Variables, data types, branches, loops, arrays, functional decomposition.

Prerequisite: Mathematics 115 or equivalent.

Taught: Each semester, 4 semester credits.

172 COMPUTER SCIENCE II

Staff

Content: Data structures and algorithmic techniques that are fundamental in programming solutions to complex problems. Abstract data types, lists, stacks, queues, trees, graphs. Array-based and linked structures. Use and simple analysis of iterative and recursive algorithms. Introduction to object-oriented programming.

Prerequisite: Computer Science 171 or consent of instructor.

Taught: Each semester, 4 semester credits.

230 COMPUTATIONAL MATHEMATICS

Ely

Content: Overview of the kinds of problems that arise in calculus and physics. Emphasis on computer solutions. Topics include differentiation, integration, nonlinear equations, linear systems, ordinary differential equations, approximation, curve fitting.

Prerequisites: Mathematics 115 or equivalent. Computer Science 171.

Taught: Annually, 4 semester credits.

277 COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGES

Ely, Mache

Content: Computer design concepts and assembly languages. Topics chosen from the following: digital logic; arithmetic/logic unit design; bus structures; VLSI implementation; SIMD, MIMD, and RISC architectures; instruction sets; memory addressing modes; parameter passing; macro facilities.

Prerequisite: Computer Science 172.

Taught: Annually, 4 semester credits.

363 OPERATING SYSTEMS

Mache

Content: Basic principles, policies, design issues, and construction of computer operating systems. Memory management, scheduling, synchronization of concurrent processes, input-output.

Prerequisite: Computer Science 277.

Taught: Alternate years, 4 semester credits.

367 COMPUTER GRAPHICS

Ely

Content: Two- and three-dimensional computer graphics. Line, circle, filling, windowing, clipping algorithms, three-dimensional perspective projections, hidden line removal, shading, light models.

Prerequisites: Computer Science 172. Computer science 230 or equivalent.

Familiarity with trigonometry, vectors helpful.

Taught: Annually, 4 semester credits.

369 ARTIFICIAL INTELLIGENCE

Drake

Content: Design and construction of intelligent computer systems. Agents and environments; blind and informed search; heuristics; game play, minimax, and alpha-beta pruning; robotics; machine learning; philosophical issues including definitions of intelligence.

Prerequisite: Computer Science 172.

Taught: Alternate years, 4 semester credits.

373 PROGRAMMING LANGUAGE STRUCTURES

Drake, Ely

Content: Organization, structure, syntax, and grammar of computer programming languages. Basic concepts and special-purpose facilities in several representative high-level languages. Manual and automatic memory management, control structures, scope of declarations, higher-order functions, macros, object-oriented programming.

Prerequisite: Computer Science 172.

Taught: Alternate years, 4 semester credits.

383 ALGORITHM DESIGN AND ANALYSIS

Drake, Mache

Content: Introduction to the design and analysis of algorithms. Balanced binary search trees; bit vectors; hash tables; heaps; dynamic programming; algorithms including incremental, divide and conquer, greedy, graph.

Prerequisites: Computer Science 172. Mathematics 215 or Computer Science 230.

Taught: Annually, 4 semester credits.

393 COMPUTER NETWORKS

Mache

Content: Study of the structure, implementation, and theoretical underpinnings of computer networks. Topic areas include Internet protocols, client-server computing, distributed applications.

Prerequisites: Computer Science 172 and 277.

Taught: Alternate years, 4 semester credits.

465 THEORY OF COMPUTATION

Staff

Content: Basic theoretical foundations of computer science including finite state and pushdown automata, Turing machines, computability, the halting problem, regular expressions, NP-completeness, the relationship between grammars and automata.

Prerequisites: Computer Science 172. Mathematics 215.

Taught: Alternate years, 4 semester credits.

467 ADVANCED COMPUTER GRAPHICS

Ely

Content: Advanced three-dimensional computer graphics. Z-buffer algorithms, Phong smooth shading, ray tracing, texture mapping, spline patches.

Prerequisite: Computer Science 367.

Taught: Alternate years, 4 semester credits.

487 ADVANCED ALGORITHMS

Drake, Mache

Content: Advanced study of algorithm design and implementation. Preparation for programming competitions. Topics chosen from the following: dynamic programming, graph algorithms, network flow and matching, backtracking, constructing all subsets, constructing all permutations, high-precision arithmetic, geometric algorithms.

Prerequisite: Computer Science 383.

Taught: Annually, 4 semester credits.

488 SOFTWARE DEVELOPMENT

Drake

Content: Development of large software systems by teams of programmers. Problem specification, system design, testing, software frameworks, design patterns.

Prerequisite: Computer Science 373 or 383.

Taught: Alternate years, 4 semester credits.

495 TOPICS IN COMPUTER SCIENCE

Staff

Content: Determined by student and/or faculty interest. May continue topics from an existing course or explore new areas.

Prerequisite: Consent of instructor.

Taught: Alternate years, 4 semester credits. May be taken three times for credit under different topics.

Mathematics and Statistics**055 REVIEW OF ALGEBRA**

Benowicz

Content: Solving linear, absolute value, quadratic, exponential, and logarithmic equations. Introduction to functions and their graphs. Conic sections, polynomial operations including factoring and rules for exponents, rational and radical expressions, inequalities and systems of equations.

Prerequisite: None.

Taught: Each semester, 4 semester credits, credit-no credit. Not counted toward the 128 semester credits needed for graduation.

103 PERSPECTIVES IN MATHEMATICS

Staff

Content: For nonmajors. Selected topics illustrating mathematics as a way of representing and understanding patterns and structures, as an art, as an enabler in other disciplines, and as a historical force. Emphasis changes from semester to semester, reflecting the expertise and interests of the faculty member teaching the course. For further information consult the appropriate faculty member before registration.

Prerequisite: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

105 PERSPECTIVES IN STATISTICS

Staff

Content: Data analysis, data production, statistical inference. Data analysis: methods and ideas for organizing and describing data using graphs, numerical summaries, and other statistical descriptions. Data production: methods for selecting samples and designing experiments to produce data that can give clear answers to specific questions. Statistical inference: methods for moving beyond the data to draw conclusions about some wider universe.

Note: Students who have received credit for Economics 103, Psychology 200, or AP Statistics may not take this course for credit.

Prerequisite: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

115 ELEMENTARY FUNCTIONS

Staff

Content: The basic functions encountered in calculus, discrete mathematics, and computer science: polynomial, rational, exponential, logarithmic, and trigonometric functions and their inverses. Graphs of these functions, their use in problem solving, their analytical properties.

Prerequisite: Mathematics 055 or equivalent.

Taught: Each semester, 4 semester credits. May not be taken for credit if AP Calculus credit has been granted.

131 CALCULUS I

Staff

Content: Basic analytical and quantitative reasoning and problem-solving skills that depend on the concept of the limit. Continuity, the derivative and its applications, the Fundamental Theorem of Calculus, introduction to the definite integral with applications.

Prerequisite: Mathematics 115 or equivalent.

Taught: Each semester, 4 semester credits. May not be taken for credit if AP Calculus credit has been granted.

132 CALCULUS II

Staff

Content: Further development of the definite integral including techniques of integration, applications of the definite integral, indeterminate forms, and improper integrals. Sequences, series of constants, power series, Taylor polynomials and series, introduction to elementary differential equations.

Prerequisite: Mathematics 131 or equivalent.

Taught: Each semester, 4 semester credits. May not be taken for credit if AP Calculus BC credit has been granted.

215 DISCRETE MATHEMATICS

Staff

Content: Basic techniques of abstract formal reasoning and representation used in the mathematical sciences. First order logic, elementary set theory, proof by induction and other techniques, enumeration, relations and functions, graphs, recurrence relations.

Prerequisite: Mathematics 132 or equivalent.

Taught: Each semester, 4 semester credits.

225 LINEAR ALGEBRA

Staff

Content: Basic skills and concepts that evolve from the study of systems of linear equations. Systems of linear equations, Euclidean vector spaces and function spaces, linear transformations, matrices and determinants, inner product spaces, eigenvalue problems, symmetric transformations.

Prerequisite: Mathematics 132 or equivalent.

Taught: Each semester, 4 semester credits.

233 CALCULUS III

Staff

Content: Basic analytical and quantitative skills in the theory of functions of several variables. Partial differentiation; gradients; multiple integrals; theorems of Green, Gauss, and Stokes.

Prerequisite: Mathematics 132 or equivalent.

Taught: Annually, 4 semester credits.

235 DIFFERENTIAL EQUATIONS

Staff

Content: Basic methods, theory, and applications of differential equations. Solutions and the qualitative behavior of solutions of linear and nonlinear differential equations and of systems of differential equations, Laplace transform methods, numerical techniques.

Prerequisite: Mathematics 132 or equivalent.

Taught: Annually, 4 semester credits.

244 MATH PRACTICUM

Benowicz

Content: Tutoring opportunities (two to four hours onsite per week) at community schools to include one-on-one tutoring or classroom aid for site supervisor. Written reports and consultation with instructor required during semester. Specific math courses or grade levels to be determined by student, site supervisor, and instructor.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-2 credits, credit-no credit. May be taken twice for credit with at most 2 credits counted toward math major.

255 STATISTICAL CONCEPTS AND METHODS

Chen, Nelsen

Content: Introduction to principal statistical concepts and methods with emphasis on data. Statistical thinking, the application of statistical methods to other disciplines, and the communication of statistics, both verbally and in writing. Exploratory data analysis, random variables, regression analysis, data production, and statistical inference. Mathematical tools and skills used to address problems posed by collecting, analyzing, and modeling data.

Prerequisite: Mathematics 131 or equivalent.

Taught: Annually, 4 semester credits.

281 PUTNAM EXAM PREPARATION

Stavrov

Content: Emphasis on problem-solving skills required for success on the Putnam Exam. Participation in the exam is required to earn credit.

Prerequisite: None.

Taught: Annually, 1 semester credit, credit-no credit. May be taken twice for credit.

282 MODELING COMPETITION PREPARATION

Stanhope

Content: Emphasis on mathematical modeling skills required for success in the COMAP Mathematical Modeling Competition and Interdisciplinary Modeling Competition. Participation in the competition is required to earn credit.

Prerequisite: None.

Taught: Annually, 1 semester credit, credit-no credit. May be taken twice for credit.

315 NUMBER THEORY

Staff

Content: Divisibility properties of the integers, unique factorization, linear Diophantine equations, congruences, Fermat's and Wilson's theorems, arithmetic functions. Other topics selected from the following: primitive roots and indices, quadratic reciprocity, the theory of prime numbers, continued fractions, sums of squares, analytic number theory.

Prerequisite: Mathematics 215 or consent of instructor.

Taught: Alternate years, 4 semester credits.

325 COMBINATORICS

Cameron, Krussel

Content: Introduction to combinatorial theory, including one or more of the following: enumeration, algebraic enumeration, optimization, graph theory, coding theory, design theory, finite geometries, Latin squares, posets, lattices, Polya counting, Ramsey theory.

Prerequisites: Mathematics 215 and 225 or consent of instructor.

Taught: Alternate years, 4 semester credits.

345 NUMERICAL ANALYSIS

Ely

Content: Study of the theoretical basis, error analysis, and practical techniques of numerical computations. Topics chosen from among: solutions of systems of linear equations, solutions of nonlinear equations, numerical integration and differentiation, solutions of ordinary differential equations, eigenvalue problems, interpolation, approximation.

Prerequisites: Computer Science 171. Mathematics 225 and 233.

Taught: Alternate years, 4 semester credits.

355 GEOMETRY

Staff

Content: Concepts of geometry encompassing both Euclidean and non-Euclidean geometries. Parallelism, distance, angles, triangles, other geometric notions studied from the viewpoint of logic and foundations, transformations or differential geometry.

Prerequisite: Mathematics 215 or consent of instructor.

Taught: Alternate years, 4 semester credits.

358 TOPOLOGY

Stanhope, Stavrov

Content: Concepts of topology. Set theory, metric spaces, topological spaces, continuity, compactness, connectedness, and topological equivalence.

Prerequisite: Mathematics 215 or consent of instructor.

Taught: Alternate years, 4 semester credits.

365 COMPLEX VARIABLES

Staff

Content: Concepts of complex analysis. Complex number system, analytic functions, integration of functions of a complex variable, power series representation, conformal mappings, residue theory.

Prerequisites: Math 233 and 235 or consent of instructor.

Taught: Alternate years, 4 semester credits.

421, 422 ABSTRACT ALGEBRA I, II

Cameron, Krussel

Content: A two-semester sequence in abstract algebraic systems. Structure of groups, subgroups, quotient groups, homomorphisms, Fundamental Isomorphism Theorems, rings, ideals, integral domains, polynomial rings, matrix rings, fields, Galois theory, advanced topics in linear algebra.

Prerequisites: Mathematics 215 and 225 or consent of instructor.

Taught: Alternate years, 4 semester credits each.

441, 442 ADVANCED CALCULUS I, II

Fredricks, Stanhope

Content: A two-semester sequence in the theory of the calculus. Development of the ability to understand, construct, and write proofs in analysis. Limits, continuity, differentiation, integration, applications, generalizations.

Prerequisites: Mathematics 215, 225, and 233 or consent of instructor.

Taught: Alternate years, 4 semester credits each.

451, 452 PROBABILITY AND STATISTICS I, II

Chen, Nelsen

Content: A two-semester sequence in the theory of probability and mathematical statistics. Elementary probability, discrete and continuous random variables, distributions, limit theorems, point estimation, hypothesis testing, linear models, analysis of variance, nonparametric statistics.

Prerequisites: Mathematics 215 and 233 or consent of instructor.

Taught: Alternate years, 4 semester credits each.

490 TOPICS IN MATHEMATICS

Staff

Content: Determined by student and/or faculty interest. May continue topics from an existing course or explore new areas.

Prerequisite: Consent of instructor.

Taught: Alternate years (contingent on student interest and faculty availability), 4 semester credits. May be taken three times for credit under different topics.

Music

CHAIR: DAVID M. BECKER

Music is an artistic and social language. It is abstract on one hand, yet emotional and communicative on the other. To understand it takes experience, reason, and words, but it also takes imitating it and creating anew. We speak about it and we speak in it.

Lewis & Clark offers opportunities in music for the person first exploring the art as well as for the serious student who aspires to a professional career. It is the fundamental philosophy of the Department of Music to enable students throughout this spectrum to experience music as a perpetually liberating and enriching element in their lives.

The curriculum encompasses many courses, private lessons, and ensembles, all of which are available to the nonmajor as well as the music major. Instruction emphasizes the integration of performance studies, knowledge of the literature, and theoretical concepts. Many courses concentrate on music as a reflection of various societies and cultures, Western and non-Western.

The Department of Music faculty consists of active performers, composers, and scholars, all of whom are dedicated teachers.

THE MAJOR PROGRAM

In addition to the minimum major requirements, all students majoring in music pursue a senior project in one area: composition, ethnomusicology, musicology, music education, or performance. A core curriculum is common for the first two years, with students pursuing appropriate concentrations in the junior and senior years. Declaring a music major by the sophomore year is advisable.

All majors and prospective majors are reviewed by the music faculty at the end of the fall semester of the sophomore year. Most students should be near the completion of common requirements in the major at this time. Transfer students and those who decide to declare a music major after the sophomore year must consult the department chair.

The review involves a short performance in the student's primary area of studio instruction, optional work samples in his or her primary area of interest (for students concentrating in composition, musicology, or ethnomusicology), and an interview about intended areas of concentration in the junior and senior years. In this formal advising opportunity, the entire music faculty is available to help each student plan to fulfill upper-division degree requirements and complete the senior project.

A satisfactory departmental review results in faculty approval of upper-division status as a music major, and is a prerequisite for Music 490 (Senior Project). Enrollment in Music 490 also requires completion of at least one semester of 300-level study in the chosen area of concentration. Further advising for a student's senior project is done individually to match students' aims with departmental and national standards. The project requires work beyond

the basic major requirements. Majors are also required to pass a piano proficiency examination before enrolling in Music 490.

MAJOR REQUIREMENTS

Prerequisites (may be waived by examination): Music 101, 111, and 121.

A minimum of 44 semester credits, distributed as follows:

I. Forty hours from the following:

- 1) Music theory and composition: 212, 213, 222, and 223.
- 2) Music history and literature: 162 and 163.
- 3) Four semester credits of a single major instrument, including voice. Declared majors concentrating in performance must enroll in studio instruction every semester on campus.
- 4) Six semester credits of ensemble, at least four of which must be from Cappella Nova, Wind Symphony/Orchestra, or Accompanying.
- 5) Eight semester credits of upper-division theory or composition. Remainder chosen from Music 314, 316, 318, 321, 324, 329, 331, and 416. Composition majors must take Music 324 or 329. Performance and composition majors must take Music 314.
- 6) Four semester credits of upper-division music history or literature, chosen from Music 302, 305, 306, 361, 362, 363, and 380.
- 7) Pass the piano proficiency examination. (This is a prerequisite for Music 490.)
- 8) Two semester credits in Music 490. Senior project requirements by area of major: **a)** Composition: Preparation of professional-quality manuscripts. Degree recital review, recital of original musical works; graded by jury. **b)** Ethnomusicology: Thesis in ethnomusicology; graded by committee. **c)** Musicology: Thesis in musicology; graded by committee. **d)** Music Education: **i)** work sample similar to those required by our graduate school's M.A.T. program. **ii)** satisfactory evaluations by both cooperating teachers. **iii)** satisfactory evaluation by the supervising faculty member. **iv)** public or videotaped demonstration of work with students for faculty review. **e)** Performance: Degree recital review, recital on the major instrument; graded by jury.

II. Four credits of specific requirements by area of major: **a)** Composition: Three credits of Music 392 and one additional credit of Western ensemble. It is strongly recommended that composers who wish to pursue graduate work take both Music 324 and 329, as well as Music 331 and 416. **b)** Ethnomusicology: One additional course in ethnomusicology. Recommended: Sociology/Anthropology 100 or 110 and 200. **c)** Musicology: Music 361. Recommended: Music 362 and 363. **d)** Music Education: Music 331 and two credits from Music 385, 386, 387, 388, and 389 (1 credit each). Recommended: Music 416 and Education 201. **e)** Performance: Three additional credits of instruction on the major instrument. One additional credit of Western ensemble. Recommended: Junior recital, 4 additional credits of Western ensemble, as well as Music 331, 416, and a pedagogy course in a related area.

THE MINOR PROGRAM

Students who wish a basic but thorough introduction to the field of music may choose to minor in music. Minors pursue basic coursework in a variety of aspects of music study, history, theory, and performance.

MINOR REQUIREMENTS

A minimum of 23 semester credits, distributed as follows:

- 1) Four semester credits of music theory and aural skills chosen from Music 111, 121, 212, and 222.
- 2) Eight semester credits in music history and literature: Music 162 and 163.

- 3) Two semester credits in ensembles (Cappella Nova, Javanese Gamelan, or Wind Symphony, Orchestra), one of which must be from a major ensemble.
- 4) One semester credit of instrumental lessons, including voice.
- 5) Eight semester credits in upper-level theory, history and literature, or composition, including Music 305 or 306.

HONORS

To qualify for honors candidacy, students must show outstanding promise as performers, scholars, composers, or teachers, and produce exceptional senior projects. They should normally have a GPA of 3.500 or higher in the major and overall. All senior music majors are reviewed for possible honors by the faculty. Students must have completed at least two semesters of coursework at Lewis & Clark before being considered eligible for honors candidacy.

PERFORMING ORGANIZATIONS

The Department of Music provides performing opportunities for students at all levels of accomplishment and interest. These include small, informal chamber ensembles as well as the Wind Symphony, Orchestra, Jazz Combo, Opera/Musical Theatre, Javanese Gamelan, West African Rhythms, African Marimba, Percussion Ensemble, and Cappella Nova (a vocal ensemble specializing in early music and contemporary music).

RESOURCES FOR NONMAJORS

All performing groups welcome participation by nonmajors, and all studio instruction is open to beginning as well as advanced students. The following courses are appropriate for students with little or no previous knowledge of music.

Music 101 Pre-Theory

Music 102 Jazz Appreciation

Music 104 Sound and Sense: Understanding Music

Music 105 Introduction to World Music

Music Performance 117 Cappella Nova

Music Performance 121 Gamelan

Music Performance 131-136 and 138-139 Class instruction in voice, piano, guitar, percussion, West African rhythms, African marimba, music of India

Music 151 Contemporary Trends in Music

Music 164 World Music Intensive: Theory and Practice

Music 205 Music in the United States

Music 220 Introduction to Electronic Music

Music 221 Studies in Electronic and Computer Music

Music 276 Opera, Mantua to Beijing

Music 305 World Music: Asia

Music 306 World Music: Latin America and the Caribbean

Music 361 Music and Language

Music 361 Music and Language

FACILITIES

The musical life of Lewis & Clark centers around Evans Music Center. Rehearsal rooms, 22 practice rooms, faculty offices and teaching studios, classrooms, and administrative offices of the Department of Music are located there. The 400-seat Evans Auditorium is well known in the Portland area for its superior acoustics. Agnes Flanagan Chapel is also often used for major concerts. Fir Acres Theatre provides excellent facilities for production of operas, musicals, and other types of theatre.

The Department of Music uses a collection of more than 4,000 recordings, compact discs, and cassettes housed in Aubrey R. Watzek Library. A fully equipped listening center and electronic and computer music studio with video editing capabilities is available for student use. Evans Music Center also contains a Yamaha electronic keyboard laboratory.

The music center houses two harpsichords, a baroque organ, and 43 pianos, including a seven-foot and two nine-foot Steinway concert grands. The Agnes Flanagan Chapel contains an 85-rank Casavant organ appropriate for performance of all styles and periods. It is one of the finest organs in the Pacific Northwest. Two other pipe organs are also available on campus.

FACULTY

Eleonora Maria Beck, professor. Medieval and Renaissance music history; contemporary American, popular, and women's music.

David M. Becker, senior lecturer and director of bands. Wind Symphony, Jazz Ensemble, music education, jazz history, conducting.

Franya Berkman, assistant professor. Ethnomusicology, jazz studies.

Michael Johanson, assistant professor. Composition.

Orla McDonagh, instructor. Piano, theory.

George Skipworth, assistant professor. Orchestra, piano, pre-theory.

ADJUNCT FACULTY

Obo Addy, Ghanaian master drummer.

Dan Balmer, jazz guitar, Jazz Ensemble.

Nathan Beck, ethnomusicology, African marimba.

Carol Biel, piano.

Stan Bock, low brass.

Elisa Boynton, violin.

Hong Chou, violin.

Dorien de León, cello.

Jan DeWeese, mandolin.

Miriam English, viola.

Mark Eubanks, bassoon.

Dave Evans, saxophone.

Lee Garrett, organ.

Anna Haagenonson, voice.

Mitch Imori, oboe.

Dunja Jennings, clarinet.

Nisha Joshi, North Indian voice and sitar.

Scott Kritzer, classical guitar, folk guitar.

Jeffrey Leonard, electronic music, electric bass guitar.

Susan McBerry, voice, opera workshop, Cappella Nova.

James O'Banion, trumpet.

Mike Pardew, jazz guitar.

Melissa Parkhurst, gamelan.

Brett Paschal, percussion, pre-theory.

Randy Porter, jazz piano, jazz.

John Richards, tuba.

Saeko Saheki, Japanese koto and shamisen.

Dan Schulte, string bass.

Elaine Seeley, harp.

Bill Stalnaker, French horn.

Tim Swain, recorder.

Nancy Teskey, flute.

Stephanie Thompson, piano.

101 PRE-THEORY

Paschal

Content: Elements of music in sight and sound, dealing with pitch, rhythm, intervals, chords.

Prerequisite: None.

Taught: Each semester, 2 semester credits.

102 JAZZ APPRECIATION

Becker

Content: Developing listening skills, understanding musical concepts and the elements of music, examining the work of several major jazz figures. Styles from jazz roots through contemporary. For students with little or no background in music.

Prerequisite: None.

Taught: Annually, 4 semester credits.

104 SOUND AND SENSE: UNDERSTANDING MUSIC

E. Beck, Skipworth, Staff

Content: Characteristics and sources of musical sounds, elements of music, musical texture. Examples from a variety of forms, periods, and styles including non-Western and popular music.

Prerequisite: None.

Taught: Annually, 4 semester credits.

105 INTRODUCTION TO WORLD MUSIC

Berkman, Staff

Content: Examination of musics from around the world. Familiarity with a variety of musics, understanding them in their own terms and in relation to the cultures that produce them. Specific content may change from year to year.

Prerequisite: None.

Taught: Annually, 4 semester credits.

111 AURAL SKILLS I

Staff

Content: Pitch, interval recognition, sight-singing; musical elements of melody, rhythm, basic harmony; rudiments of conducting and music notation.

Prerequisites: Music 101 or placement examination. Concurrent enrollment in Music 121.

Taught: Annually, 2 semester credits.

121 MUSIC THEORY I

Staff

Content: Functional diatonic harmony and voice leading in the styles of the common practice period. Keyboard harmony and figured bass in four voices.

Elementary counterpoint, formal analysis, rhythmic structures, modulation.

Prerequisites: Music 101 or placement exam. Concurrent enrollment in Music 111.

Taught: Annually, 2 semester credits.

151 CONTEMPORARY TRENDS IN MUSIC

Staff

Content: New music examined through recordings, articles, reviews, lectures, live concerts. Focus on Western classic tradition of the last decade, at times crossing over to jazz, multimedia rock, non-Western culture. Recent developments in music worldwide, new material each year.

Prerequisite: None.

Taught: Alternate years, 2 semester credits.

162 HISTORY OF WESTERN MUSIC I

E. Beck

Content: Compositions from the Middle Ages to Bach and Handel. Medieval, Renaissance, baroque periods; musical forms developed during these periods; evolution of musical theory and performance practice.

Prerequisite: Music 121 or consent of instructor.

Taught: Annually, 4 semester credits.

163 HISTORY OF WESTERN MUSIC II

E. Beck

Content: Representative compositions from Haydn and Mozart to those by living composers. Classical, romantic, and modern periods; musical forms developed during those periods; evolution of musical theory and performance practice.

Prerequisite: Music 162 or consent of instructor.

Taught: Annually, 4 semester credits.

164 WORLD MUSIC INTENSIVE: THEORY AND PRACTICE

Berkman

Content: Intensive study of four music culture areas: India, Indonesia, West Africa, and Latin America. Hands-on exploration of specific genres and their structural principles. Corresponding readings that seek to understand how music functions in or as culture.

Prerequisite: Music 111, 121, or consent of instructor.

Taught: Annually, 4 semester credits.

205 MUSIC IN THE UNITED STATES

Staff

Content: Music representing formal and informal traditions in American culture, especially in the 20th century. Emphasis on oral traditions, roots of blues and jazz, and the relationship of music to other arts, society, and culture.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

212 AURAL SKILLS II

McDonagh, Staff

Content: Listening and music reading exercises and assignments drawn from more advanced melodic, rhythmic, and harmonic materials, predominantly from Western music.

Prerequisites: Music 111 or placement examination. Concurrent enrollment in Music 222.

Taught: Annually, 2 semester credits.

213 AURAL SKILLS III

McDonagh, Staff

Content: Listening and music reading exercises and assignments drawn from more advanced melodic, rhythmic, and harmonic materials, predominantly from Western music.

Prerequisites: Music 212 or placement examination. Concurrent enrollment in Music 223.

Taught: Annually, 2 semester credits.

220 INTRODUCTION TO ELECTRONIC MUSIC

Leonard

Content: Electronic music synthesis. MIDI sequencing and editing, drum and rhythm programming, use of loops, introduction to digital audio, basic synthesis techniques, digital effects processing. Overview of technical development. Relevant historical considerations and basic compositional techniques.

Prerequisite: None.

Taught: Annually, 2 semester credits.

221 STUDIES IN ELECTRONIC AND COMPUTER MUSIC

Leonard

Content: Recording and editing with a digital workstation. Microphone basics. Use and manipulation of audio in samplers and pattern programmers, creation

and utilization of loops. Advanced MIDI and synthesis techniques. Combining audio with MIDI sequencing.

Prerequisite: Music 220 or consent of instructor.

Taught: Annually, 2 semester credits. May be repeated for credit.

222 MUSIC THEORY II

McDonagh

Content: Melodic, rhythmic, and harmonic practices of Western music from circa 1700 to 1890. Instrumental and vocal forms from these years; writing of compositions in similar styles.

Prerequisites: Music 121 or placement examination. Concurrent enrollment in Music 212.

Taught: Annually, 2 semester credits.

223 MUSIC THEORY III

McDonagh

Content: Melodic, rhythmic, and harmonic practices of Western music from circa 1700 to 1890. Instrumental and vocal forms from these years; writing of compositions in similar styles.

Prerequisites: Music 222 or placement examination. Concurrent enrollment in Music 213.

Taught: Annually, 2 semester credits.

224 BEGINNING COMPOSITION

Johanson

Content: Introduction to the art of creative musical communication. Musical gestures, repetition, contrast. Students compose exercises and pieces, perform works, study contemporary music and ideas.

Prerequisite: Music 121.

Taught: Annually, 2 semester credits. May be taken twice for credit.

276 OPERA, MANTUA TO BEIJING

E. Beck, Skipworth

Content: Opera as a dramatic, multidisciplinary music-theatrical form that has developed in specific ways in different countries, cultures, eras. Several operas studied, with emphasis on Western examples from the baroque to contemporary. Literary, musical, and dramatic elements. Use of visual and audio materials, live performances when possible.

Prerequisite: Music 162 or consent of instructor.

Taught: Alternate years, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: A well-defined study project carried out under regular supervision by a faculty member. Because the course is intended to allow advanced students to work in areas and on projects not normally included in scheduled courses, it may not be substituted for a course with similar content in the regular curriculum.

Prerequisites: Consent of instructor and department chair.

Taught: Annually, 2-4 semester credits.

302 JAZZ HISTORY

Becker, Berkman

Content: Jazz as an American art form, exploring musical and social developments throughout its history from the turn of the last century to the present. Musical styles of performers from each period of the development of jazz.

Prerequisite: Music 101, Music Performance 113, or consent of instructor.

Taught: Alternate years, 4 semester credits.

305 WORLD MUSIC: ASIA

Staff

Content: Survey of musical traditions from the Near East, Middle East, India, and Africa. Study of music, instruments, and performance through readings, recordings, live performance when possible. Historical developments. How the music is used. Social organization, poetry, literature, religion, dance as they assist in understanding the music and its culture.

Prerequisite: Music course, anthropology course, or consent of instructor.

Taught: Annually, 4 semester credits.

306 WORLD MUSIC: LATIN AMERICA AND THE CARIBBEAN

Berkman

Content: Survey of musical traditions and styles of the Caribbean and Middle and South America, including Afro-Cuban music, salsa, Latin jazz, and folk music of the Andes. Study of the music, instruments, and performance through readings, recordings, live performance when possible. Historical developments, how the music is used. Social function, political context, art, poetry, literature, religion as they assist in understanding the music and its culture.

Prerequisite: Music course, anthropology course, or consent of instructor.

Taught: Annually, 4 semester credits.

314 20TH-CENTURY THEORY AND AURAL SKILLS

Johanson

Content: Music theory and compositional practice from late chromatic harmony to free atonality, polytonality, expanded and varied scalar and harmonic structures, neoclassicism, serialism, indeterminacy, expanded tone colors, minimalism, new formal organizations. Ear training, sight singing, and rhythm reading with representative works.

Prerequisites: Music 213 and 223, or placement examination.

Taught: Annually, 4 semester credits.

316 JAZZ THEORY

Berkman

Content: Introduction to and application of jazz chord theory and chord symbols, jazz scale theory, common jazz progressions, chord substitutions and forms. Written exercises presenting theoretical principles. Application of principles through performance of the student's instrument or voice. Beginning concepts of jazz improvisation, arranging, keyboard application.

Prerequisite: Music 121 or permission.

Taught: Alternate years, 4 semester credits.

321 SEMINAR IN ELECTROACOUSTIC COMPOSITION

Leonard

Content: Advanced, continuing course covering advanced synthesis and sound design. Exploration of new technical and software developments. In-depth examples of sophisticated or unusual MIDI and audio techniques. Composition for digital media. Opportunity for self-directed study.

Prerequisites: Music 220 and 221. Music 104, 162, or 101.

Taught: Annually, 2 semester credits. May be repeated for credit.

324 ORCHESTRATION

Johanson

Content: Instrumentation and orchestration using Western classical instruments. Arranging and composing for winds, brass, percussion, strings, voice.

Prerequisite: Music 121 or consent of instructor.

Taught: Alternate years, 4 semester credits. May be repeated for credit.

329 COUNTERPOINT

Johanson

Content: Counterpoint in historical styles, including the complex polyphony of the 16th and 18th centuries.

Prerequisite: Music 223 or consent of instructor.

Taught: Alternate years, 4 semester credits.

331 CONDUCTING

Becker, Skipworth

Content: Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, fundamental score reading. Technique and the musical problems confronting the conductor. Intermediate concepts of score reading and conducting.

Prerequisite: Upper-division status in music.

Taught: Annually, 2 semester credits.

361 MUSIC AND LANGUAGE

E. Beck

Content: Writing concert and record reviews, program notes, analytical and historical descriptions, research essays. Readings by and about Richard Wagner, Bernard Shaw, Virgil Thomson, Miles Davis, Billie Holiday. Weekly writing assignments on classical, jazz, world, popular music.

Prerequisite: Consent of instructor.

Taught: Alternate years, 4 semester credits.

362 TOPICS IN HISTORY AND MUSIC I

E. Beck

Content: In-depth study of one or more specific topics such as baroque performance practices, music of the Reformation, early music of England, developments in opera, or music in the church. Compositions, architecture, visual arts from the Middle Ages, Renaissance, baroque period.

Prerequisite: Music 104, 162, or consent of instructor.

Taught: Alternate years, 4 semester credits. May be repeated for credit.

363 TOPICS IN HISTORY AND MUSIC II

E. Beck

Content: In-depth study of one or more specific topics such as women in music, the Age of Enlightenment, music of the romantic period. Ten major musical figures of the 19th century. Related developments in literature, painting, sculpture.

Prerequisite: Music 104, 163, or consent of instructor.

Taught: Alternate years, 4 semester credits. May be repeated for credit.

380 VOCAL LITERATURE

McBerry

Content: Survey of solo vocal music from 1800 through the 20th century. Style qualities, performance practices, environment in the major historical periods.

Prerequisite: Upper-level voice studies.

Taught: Alternate years, 2 semester credits.

383 SECONDARY CHORAL STRATEGIES AND MATERIALS

Staff

Content: Choral literature, style, conducting techniques, organization procedures, auditioning, budgeting, staging musicals, choral pedagogy, current trends in secondary education. For students planning to teach choral music in junior high and secondary schools.

Prerequisite: Upper-division status in music.

Taught: Alternate years, 2 semester credits.

385 PERCUSSION PEDAGOGY

Becker

Content: Principles of playing all standard orchestral percussion instruments, evaluation of methods and materials, strategies for teaching individuals and large groups in public schools.

Prerequisite: Upper-division status in music.

Taught: Alternate years, 1 semester credit.

386 BRASS PEDAGOGY

Becker

Content: Brass instruments and their fundamentals—fingerings, embouchures, hand positions, performance. Demonstrations of the teaching of brass and percussion instruments. Relationship of one brass instrument to another.

Prerequisite: Upper-division status in music.

Taught: Alternate years, 1 semester credit.

387 STRING PEDAGOGY

Staff

Content: Principles of playing stringed instruments, maintenance of instruments, evaluation of methods and materials, other topics relevant to precollegiate instruction.

Prerequisite: Upper-division status in music.

Taught: Alternate years, 1 semester credit.

388 WOODWIND PEDAGOGY

Becker

Content: Fingerings, embouchures, hand positions, acoustics, breathing, maintenance and repair, equipment, accessories, methods and materials. Discography for flute, oboe, clarinet, bassoon, saxophone.

Prerequisite: Upper-division status in music.

Taught: Alternate years, 2 semester credits.

389 VOICE PEDAGOGY

McBerry

Content: Voice physiology, sound vocal exercises and techniques, problems found in children and adolescents.

Prerequisite: Upper-division status in music.

Taught: Alternate years, 1 semester credit.

391 A SYSTEMATIC APPROACH TO DICTION

McBerry

Content: Principles of English, French, German, Italian lyric diction.

Prerequisite: Upper-level voice studies.

Taught: Alternate years, 1 semester credit.

392 COMPOSITION LESSONS

Staff

Content: Weekly lessons in composition.

Prerequisite: Music 224.

Taught: Annually, 1 semester credit. May be repeated for credit.

416 ADVANCED MUSICIANSHIP AND CONDUCTING

Becker, Skipworth

Content: Refinement of skills important to the professional musician: sight-reading, conducting, score reading, aural perception, improvisation. Traditional

and contemporary idioms. Opportunities to further conducting skills learned in Music 331.

Prerequisites: Music 213 and 331.

Taught: Alternate years, 2 semester credits.

490 SENIOR PROJECT

Staff

Content: Research in musicology, ethnomusicology, or theory leading to a thesis. Preparation for a recital (performance or composition). Student teaching (secondary licensure program). Students working toward a thesis or recital primarily do independent study under faculty guidance. All students and faculty involved meet in a colloquium twice each semester to review projects in progress and consider miscellaneous current issues in music.

Note: Majors working toward licensure in music education substitute Education 454 (student teaching) for the senior project degree requirement.

Prerequisites: Senior standing. Approval of music faculty through formal review at sophomore or junior level. Must have passed the piano proficiency exam.

Taught: Each semester, 2 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Same as Music 299 but requiring more advanced work.

Prerequisite: Consent of instructor.

Taught: Annually, 2-4 semester credits.

Performance Studies

Note: Performance Studies (MUP) courses may be repeated for credit.

113 JAZZ COMBOS

Balmer

Content: Sight-reading, study, and performance of music representing diverse jazz styles arranged for combos. Rehearse and perform quality compositions and arrangements. Opportunities for solo improvisation, development of ensemble skills.

Prerequisite: Audition.

Taught: Each semester, 1 semester credit.

117 CAPPELLA NOVA

Staff

Content: Singing of diverse choral music. Preparation and performance of choral literature from all stylistic periods, a cappella and accompanied. Open to all students.

Prerequisite: Audition.

Taught: Each semester, 1 semester credit.

118 OPERA/MUSICAL THEATRE WORKSHOP

McBerry

Content: Exercises in acting, stage movement, character development, scene studies. Exposure to standard operatic and musical theatre literature; development of singing and acting abilities in performing arias and ensembles.

Prerequisite: Audition.

Taught: Each semester, 1 semester credit.

119 WIND SYMPHONY, ORCHESTRA

Becker, Skipworth

Content: Wind Symphony: Diverse traditional and contemporary band literature, including occasional works for reduced instrumentation. Pursuit of high standards in preparation, performance, promotion of quality compositions and transcriptions for the wind band repertoire. Orchestra: Strings, winds, brass, and percussion performing works from the traditional and modern orchestral repertoire, including symphonic, concert, ballet, opera, and other orchestral genres. Special attention is paid to the inclusion of historical and modern works of women composers. Students will play in Wind Symphony and/or Orchestra based on the needs of each ensemble.

Prerequisite: Audition.

Taught: Annually, 1 semester credit.

121 GAMELAN

Parkhurst

Content: Studies in the performance of Central Javanese music. Concert, dance, theatrical styles. New music written for gamelan from around the world. Regional stylistic variants. Cultural matters relating to music. Public performance in orchestral and chamber styles.

Prerequisite: None.

Taught: Each semester, 1 semester credit each.

122 PERCUSSION CLASS

Paschal

Content: Proper techniques on all percussion instruments, rhythms and pulse, organization of a percussion section. Rehearsal of percussion duets, trios, larger ensembles.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

131 VOICE CLASS

Haagenson

Content: Tone quality, intonation, breath control, vocal range, interpretative skills. Preparation of appropriate song literature for performance. Introduction to traditional and contemporary vocal literature. Improvement of singing skills.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

132 PIANO CLASS

Biel

Content: Basics of keyboard playing, emphasizing ensemble playing. Individual needs dictate content: music majors may desire basic technical and theoretical skills; nonmajors may pursue single literature of interest. Divided into sections according to student backgrounds and skills.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

134 GUITAR CLASS

Kritzer

Content: Rudiments of musical notation and technical skills, developed through folk music. Basic folk guitar techniques learned through musical notation, tablature, visual demonstration.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

136 WEST AFRICAN RHYTHMS CLASS

Addy

Content: Music of West Africa. Introduction of performance of Ghanaian drums. Singing in traditional styles.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

137 GAMELAN CLASS

Staff

Content: Small-group instruction in advanced gamelan techniques. Focused instruction in elaborating instruments of the gamelan such as gender, rebab, gambang.

Prerequisites: Music Performance 121. Fee.

Taught: Each semester, 1 semester credit.

138 AFRICAN MARIMBA

N. Beck

Content: Introduction to playing techniques of African marimba.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

139 RAGA AND TALA: MUSIC OF INDIA

Joshi

Content: Introduction to the melodic and rhythmic forms of Indian music.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

140 INTERMEDIATE PIANO CLASS

Biel

Content: Increasing levels of musicianship and keyboard skills taught in Musical Performance 132. A higher level of technical facility introduced via exercises/studies, in addition to an increased quantity of more intricate repertoire.

Prerequisites: Music Performance 132 or audition and placement exam. Fee.

Taught: Each semester, 1 semester credit.

150 GHANAIAI MUSIC AND DANCE

Addy

Content: Introduction to both hand drumming and dance of Ghana, West Africa.

Prerequisite: Fee.

Taught: Each semester, 1 semester credit.

151 INTERMEDIATE GHANAIAI DANCE

Addy

Content: Increasing understanding and skills taught in Music Performance 150.

Prerequisites: Music Performance 150. Fee.

Taught: Annually, 1 semester credit.

165-196, 370-392 PRIVATE LESSONS

Staff

Content: All instruments, voice, composition.

Prerequisites: Fee. 300 level requires consent of instructor.

Taught: Each semester, 1 semester credit.

215 CHAMBER MUSIC: CLASSICAL

de León, Staff

Content: Small, select groups such as string quartets, piano trios, duos, wind quintets. Weekly coaching plus two hours of outside rehearsal required as preparation for performance. Creativity encouraged through experimentation with unusual combinations of instruments, or the use of electronic media.

Prerequisite: Consent of instructor.

Taught: Each semester, 1 semester credit.

232 KEYBOARD SKILLS

Biel

Content: Practical keyboard skills in the form of scales, arpeggios, chord progressions, sight-reading, transposition, melody harmonization.

Prerequisites: Consent of instructor. Fee.

Taught: Each semester, 1 semester credit.

236 WEST AFRICAN RHYTHMS: INTERMEDIATE

Addy

Content: Continued study of rhythms and performance techniques of West Africa.

Prerequisites: Music Performance 136. Fee.

Taught: Each semester, 1 semester credit.

293 ACCOMPANYING

Thompson

Content: Basic accompanying and rehearsal techniques. Assignments include repertoire requested by vocal and instrumental instructors who want accompanists. Soloists rehearse in class with enrolled accompanists. Preparation for choral and stage accompanying.

Prerequisite: Consent of instructor.

Taught: Each semester, 1 semester credit.

393 VOCAL COACHING

McBerry

Content: Texts, lyric diction, different musical styles. Coaching sessions covering arias and art songs assigned individually.

Prerequisite: Private college-level voice study.

Taught: Each semester, 1 semester credit.

Overseas and Off-Campus Programs

DIRECTOR: LARRY A. MEYERS

As a liberal arts college committed to international education, Lewis & Clark offers an extensive program of overseas and off-campus study opportunities. Each year roughly 280 students participate in more than 25 programs, either abroad or in selected areas of the United States. Over half of the students who graduate from Lewis & Clark will have spent at least one semester studying overseas or at a domestic off-campus location.

Overseas and off-campus programs form an integral part of the total educational experience at Lewis & Clark, supporting and enhancing on-campus curricula. Through immersion in foreign or domestic cultures, students learn firsthand about the history, culture, and contemporary issues of the area. They also gain insights into their own culture by comparing and contrasting American institutions and values to those of the host country. Recognizing the significant educational value of study in another culture, Lewis & Clark includes international studies in its General Education requirements for graduation. Most overseas programs offer courses that fulfill that requirement.

Faculty also broaden their historical, cultural, and linguistic knowledge of the world by leading overseas and off-campus programs. Many of Lewis & Clark's present faculty have led study groups, which have gone to 66 countries.

Students should start planning for overseas or off-campus study early in their college careers. Faculty advisors are prepared to offer academic advice about integrating overseas study with majors or General Education requirements. Program information and applications are available from the Office of Overseas and Off-Campus Programs.

Students may not receive transfer credit for an overseas program not sponsored by Lewis & Clark that occurs at the same place and time as a Lewis & Clark overseas program.

TYPES OF PROGRAMS

Overseas and off-campus programs vary considerably in form and content. However, all normally involve language study, academic coursework, field projects, excursions, and a period of residence with host-country families.

In addition, most programs include an intensive orientation prior to departure. Returning students are expected to share their experiences with Lewis & Clark and the Portland community. Despite variations among programs, all belong to one of these three types.

1) General Culture Programs

General culture programs immerse students in a foreign culture to enable them to learn as much as possible about the area and its history and contemporary issues. At least six such semester programs, focusing on specific areas or cultures, are offered each year in Latin America, Europe, Asia, and Africa.

Since many programs are repeated annually or biennially, students may choose from a variety of programs during their four years at Lewis & Clark. Specific sites include Australia, China, Cuba, Dominican Republic, East Africa, Ecuador, England, France, Ghana, Greece, India, Italy, Japan, New Zealand, Russia, Scotland, Spain, and Vietnam.

2) Language-Intensive and Departmental Programs

These programs are open to students who meet departmental prerequisites and who are affiliated with the sponsoring department or discipline. Ongoing programs are offered in Chile and the Dominican Republic (Spanish), France and Senegal (French), Germany (German), London (fine arts), Japan (Japanese), Russia (Russian), and China (Chinese). Additional programs are offered on request by academic departments.

3) Off-Campus Domestic Programs

Off-campus programs are offered in New York City, to study fine arts and theatre, and in Washington, D.C., to study the U.S. government and economy.

ELIGIBILITY

All students in good academic standing are eligible to apply for an overseas or off-campus program. Enrollment in an overseas or off-campus program is by selective admission. Acceptance on the program is determined by examination of academic preparation and by personal interview. If accepted and in order to participate on the program, a student must remain in good academic standing during the period between acceptance and program departure. Students on academic or disciplinary warning or probation may apply for participation but must be off probation or warning by the end of the semester preceding program departure. Students are advised that some programs have specific prerequisites and a higher minimum GPA for eligibility.

CREDIT

Students on all programs may earn a total of 16 semester credits per 14-week program, the amount deemed necessary to make normal progress toward an

undergraduate degree. Since curricular offerings vary with the program location and academic focus, students should consider their need to fulfill major or General Education requirements in close consultation with their academic/major advisor before applying for an off-campus program.

PROGRAM FEE

Students participating in off-campus study programs are charged a comprehensive fee, which covers round-trip travel, room and board, field trips, excursions, mandatory health insurance, and tuition and instruction. Not included are books, inoculations, passports, visas, International Student Identity Cards (ISICs), and incidental expenses. Round-trip travel is not included for domestic off-campus programs. Financial aid and federal Stafford Loans may be applied to the comprehensive fee.

APPLICATION AND SELECTION

Students apply for overseas programs by completing an application, which includes information regarding academic preparation, program objectives, a self-evaluation, release and agreement forms, and personal and academic references. Applicants are interviewed by the program leader or director. Final decisions regarding selection are made by the Office of Overseas and Off-Campus Programs.

Normally students apply one year in advance and a maximum of 25 students are selected for most programs. The application deadline for fall semester programs is late October of the academic year preceding the program. The application deadline for spring semester programs is late January of the academic year preceding the program. The application deadline for seven-week summer programs is late February of the current academic year.

PROGRAM PAYMENT SCHEDULE

A \$300 nonrefundable deposit must be made within 30 days of acceptance to a program. The remainder of the fee is paid on a per-semester basis according to regular on-campus billing periods and procedures.

SCHEDULED PROGRAMS

As of publication time for this catalog, the following overseas and off-campus study programs are planned.

2009-10

Language-intensive: Chile: Santiago/Valparaíso, China: Beijing/Harbin, Dominican Republic: Santo Domingo, France: Nancy/Strasbourg, Germany: Munich, Japan: Osaka, Russia: St. Petersburg/Vladivostok, Senegal: Dakar.

Fall semester general culture: East Africa: Kenya/Tanzania, France: Strasbourg, Greece: Regional Area Study, India: Regional Area Study, Japan: Sapporo, Russia: St. Petersburg.

Domestic: New York City.

Spring semester general culture: Australia: Regional Area Study, Cuba: Regional Area Study, Ecuador: Cuenca, England: London, France: Strasbourg, Russia: St. Petersburg, Vietnam: Regional Area Study.

Summer semester: Ecuador, Ghana.

2010-11

Language-intensive: Chile: Santiago/Valparaíso, China: Beijing/Harbin, Dominican Republic: Santo Domingo, France: Nancy/Strasbourg, Germany: Munich, Japan: Osaka, Russia: St. Petersburg/Vladivostok, Senegal: Dakar.

Fall semester general culture: China: Hong Kong, East Africa: Kenya/Tanzania, France: Strasbourg, Japan: Sapporo, Russia: St. Petersburg, Scotland: Regional Area Study.

Domestic: New York City, Washington, D.C.

Spring semester general culture: Australia: Regional Area Study, Ecuador: Cuenca, England: London, France: Strasbourg, Italy: Siena, New Zealand: Regional Area Study, Russia: St. Petersburg, Spain: Seville, one program to be announced.

Summer semester: Australia, Ecuador, Ghana.

2011-12

Language-intensive: Chile: Santiago/Valparaíso, China: Beijing/Harbin, Dominican Republic: Santo Domingo, France: Nancy/Strasbourg, Germany: Munich, Japan: Osaka, Russia: St. Petersburg/Vladivostok, Senegal: Dakar.

Fall semester general culture: China: Hong Kong, East Africa: Kenya/Tanzania, France: Strasbourg, Japan: Sapporo, Russia: St. Petersburg.

Domestic: New York City.

Spring semester general culture: Australia: Regional Area Study, Cuba: Regional Area Study, Ecuador: Cuenca, England: London, France: Strasbourg, Russia: St. Petersburg, Vietnam.

Summer semester: Ecuador, Ghana.

Philosophy

CHAIR: J.M. FRITZMAN

Philosophy is the critical examination of our most fundamental ideas about ourselves and the world. What is the nature and purpose of human life? How should we treat each other? What kind of society is best? What is our relation to nature? As individuals and as a culture, we have beliefs about these questions even if we don't talk about them. Our beliefs about them influence the way we live, personally and socially. Philosophy tries to make these beliefs evident and open to reconsideration, hoping thereby to improve human life and the chances for survival of all life on this planet.

To further those goals, philosophers often attempt to clarify and examine the basic assumptions and methods of other disciplines. Religion, the natural and social sciences, business, economics, literature, art, and education are examples of fields of study about which philosophical questions can be raised.

THE MAJOR PROGRAM

Students major in philosophy for many reasons, and the requirements are flexible enough to accommodate different kinds of interests in philosophy. Most majors are interested in philosophical questions for personal reasons—because they wish to explore questions about what is real and what is valuable, or questions about political ideals, in order to make sense of their lives. Some majors, however, hope to pursue philosophy as a profession. This means preparing for graduate work. Because of the many connections between philosophy and other disciplines, students often make philosophy part of a double major, combining it with areas such as political science, biology, psychology, religious studies, English, or economics. Philosophy is an excellent preparation for further study in almost any field. In fact, philosophy majors' scores on the GRE and LSAT are among the highest of any major.

The Philosophical Studies Program of 400-level courses is determined by the developing interests of the faculty and is responsive to student interests. These courses enable juniors and seniors to do more advanced work in seminar settings in which students contribute significantly to the work of the class. The topics include the study of major thinkers of the past and present and of philosophical fields, problems, and methods.

Every semester the department offers a series of colloquia in which students can hear and discuss papers of visiting philosophers, philosophy faculty, faculty from other departments at Lewis & Clark, and fellow philosophy students.

Students interested in majoring or minoring in philosophy should consult as soon as possible with a member of the department and work closely with a faculty advisor to plan a program. Those interested in graduate school should make a special effort to become familiar with traditional questions, philosophical themes, and major figures and movements.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows:

- 1) Philosophy 101.
- 2) Philosophy 102 or 103.
- 3) Any 200-level philosophy course except Philosophy 250.
- 4) Philosophy 250.
- 5) Two courses from the history of philosophy sequence, Philosophy 301-307.
- 6) Two courses from the themes in philosophy sequence, Philosophy 310-315.
- 7) Two philosophical studies (400-level) courses.

MINOR REQUIREMENTS

A minimum of 24 semester credits (six courses), distributed as follows:

- 1) Any 100-level or 200-level philosophy course except Philosophy 250.
- 2) Philosophy 250.
- 3) Two courses from the history of philosophy sequence, Philosophy 301-307.
- 4) One course from the themes in philosophy sequence, Philosophy 310-315.
- 5) One philosophical studies (400-level) course.

HONORS

Students who are interested in graduating with honors in philosophy should consult with the department early in the fall semester of their junior year. Candidates who are accepted into the program spend one semester of the senior year writing a thesis on a basic issue in philosophy. A review committee, consisting of three members of the department and any other faculty member who may be involved, will read the final work and reach a final decision on its merit. Honors will be awarded only by the unanimous vote of the three members of the review committee from the Department of Philosophy. Students earn 4 semester credits for honors work.

RESOURCES FOR NONMAJORS

Because philosophy is a basic part of the liberal arts, every well-educated person should have studied it. All courses in philosophy are open to nonmajors, and very few have extensive prerequisites. However, some advanced courses may be of greater benefit to students who have done previous work in the department.

Students majoring in other disciplines will find courses that probe the philosophical foundations of their major areas of study. These are courses pertaining to mathematics, biology, psychology, arts, politics, social theory, and the relations between science and religion.

The 100- and 200-level courses are all introductory courses designed for students beginning the study of philosophy. The 100-level entry-point courses introduce students to philosophy through its main issues, those concerning good reasoning, values, reality, and knowledge. The 200-level entry-point courses introduce students to philosophy through the consideration of philosophical questions about major human concerns that arise in religion, science, art and literature, and law. The 300-level courses in the history of philosophy demand substantial reading and are open to anyone who has taken one of the introductory courses. The 300-level courses in the themes in philosophy sequence build on students' previous work in the history of philosophy and in introductory courses and introduce them to current work in metaphysics, epistemology, philosophy of language, philosophy of mind, ethical theory, and the philosophy of science. The 400-level Philosophical Studies Program courses undertake more

advanced study of great philosophers, past and present, and of philosophical fields, problems, and methods.

FACULTY

Rebecca Copenhaver, associate professor. Early modern philosophy, philosophy of mind, ethics, logic.

J.M. Fritzman, associate professor. 19th- and 20th-century continental philosophy, ethics, feminist theory, social and political philosophy.

Joel A. Martinez, assistant professor. Ethical theory, normative ethics, ancient philosophy.

Jay Odenbaugh, assistant professor. Philosophy of biology, environmental ethics, philosophy of science.

Nicholas D. Smith, James F. Miller Professor of Humanities. Ancient Greek philosophy and literature, epistemology, philosophy of religion, ethics.

101 LOGIC

Martinez, Odenbaugh

Content: Analyses of arguments with an emphasis on formal analysis. Propositional and predicate calculus, deductive techniques, and translation into symbolic notation.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

102 INTRODUCTION TO PHILOSOPHY

Copenhaver, Fritzman, Martinez, Odenbaugh, Smith

Content: Introduction to problems and fields of philosophy through the study of major philosophers' works and other philosophical texts. Specific content varies with instructor.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

103 ETHICS

Copenhaver, Fritzman, Martinez, Odenbaugh

Content: Study of some fundamental issues in moral philosophy and their application to contemporary life.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

201 PHILOSOPHY OF RELIGION

Martinez, Odenbaugh, Smith

Content: Issues in classical and contemporary philosophical examinations of religion such as arguments for the existence of God, religious experience, religious faith, the problem of evil.

Prerequisite: None.

Taught: Annually, 4 semester credits.

203 PHILOSOPHY OF ART AND BEAUTY

Fritzman

Content: Theorizing about art. Puzzles in art that suggest the need to theorize; traditional discussions of art in Plato and Aristotle and critiques of them (Hume, Kant, Nietzsche, Collingwood); critical perspectives on these discussions (Danto). Specific discussions of individual arts: literature, drama, film, music, dance, the plastic arts.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

214 PHILOSOPHY OF LAW

Fritzman

Content: An inquiry into major theories of law and jurisprudence, with emphasis on implications for the relationship between law and morality, principles of criminal and tort law, civil disobedience, punishment and excuses, and freedom of expression.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

215 PHILOSOPHY AND THE ENVIRONMENT

Odenbaugh

Content: Investigation of philosophical questions about our relationship to the environment. Topics include the value of individual organisms, species, ecosystems; the concepts of wildness and wilderness; and the relationship between ecological science and environmental policy.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

250 PHILOSOPHICAL METHODS

Copenhaver, Fritzman, Martinez, Odenbaugh, Smith

Content: Examination of some of the main methods, concepts, distinctions, and areas of systematic philosophical inquiry. Including basic tools for argument, such as validity, soundness, probability and thought experiments, basic tools for assessment, such as the rule of excluded middle, category mistakes and conceivability, and basic tools for conceptual distinctions, such as a priori versus a posteriori and analytic versus synthetic. Includes methods, such as the history of philosophy, naturalized philosophy, conceptual analysis, and phenomenology, as well as areas of systemic philosophical approach, such as empiricism, rationalism, naturalism, realism, idealism, internalism, externalism, and nominalism.

Prerequisite: Philosophy 101.

Taught: Annually, 4 semester credits.

301 ANCIENT WESTERN PHILOSOPHY

Martinez, Smith

Content: The birth of philosophy against the background of mythic thought; its development from Socrates to the mature systems of Plato and Aristotle; their continuation and transformation in examples of Hellenistic thought.

Prerequisite: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

302 EARLY MODERN PHILOSOPHY

Copenhaver

Content: Development of modern ideas in the historical context of 17th- and 18th-century Europe: reason, mind, perception, nature, the individual, scientific knowledge. Reading, discussing, and writing about the works of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Reid, Kant.

Prerequisite: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

303 19TH-CENTURY PHILOSOPHY

Fritzman

Content: German Idealism: Kant, Fichte, Schelling, Hegel, as well as the reactions of philosophers such as Kierkegaard, Schopenhauer, Marx, Nietzsche.

Prerequisite: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

307 RECENT CONTINENTAL PHILOSOPHY

Fritzman

Content: Examination of such key movements as psychoanalysis, phenomenology, hermeneutics and existentialism, structuralism, Marxism, poststructuralism and deconstruction, critical theory.

Prerequisite: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

310 METAPHYSICS

Copenhaver, Odenbaugh

Content: Examination of some of the following issues: reductionism, emergence and supervenience, personal identity, freedom and determinism, causality, the ontological status of moral properties, realism and antirealism, the nature of mind and representations.

Prerequisites: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

311 EPISTEMOLOGY

Smith

Content: Examination of some of the following issues: naturalistic, evolutionary, and social epistemology; moral epistemology; religious epistemology; theories of truth, of explanation, of experience and perception; relationships between theory and observation.

Prerequisites: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

312 PHILOSOPHY OF LANGUAGE

Copenhaver

Content: Beginning with Frege and Russell at the turn of the 20th century, a look at philosophical issues concerning truth, meaning, and language in the writings of thinkers such as Grice, Putnam, Quine, Searle, Kripke.

Prerequisites: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

313 PHILOSOPHY OF MIND

Copenhaver

Content: Examination of the mind-body problem, mental causation, consciousness, intentionality, the content of experience, internalism and externalism about content, perception.

Prerequisites: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

314 ETHICAL THEORY

Martinez

Content: Examination of some of the main systematic approaches to issues in moral philosophy. Meta-ethics: meaning of moral terms, relativism, subjectivism, ethics and science, social contract theory. Normative Ethics: deontological duties, utilitarianism, virtue and character, egoism, rights, natural law, justice, blameworthiness, excuses.

Prerequisite: Philosophy 102 or 103, 250; or consent of the instructor.

Taught: Alternate years, 4 semester credits.

315 PHILOSOPHY OF SCIENCE

Odenbaugh

Content: Issues concerning scientific knowledge and its epistemological and ontological implications from the perspective of history and practice of the natural sciences, such as explanation, testing, observation and theory, scientific change and progress, scientific realism, instrumentalism.

Prerequisites: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

Philosophical Studies

The Philosophical Studies Program consists of advanced courses concerning great philosophers past and present, central problems, major fields of philosophy, and/or philosophical methods. Course content is determined from year to year by the faculty with student input. These courses may be taken more than once for credit unless on same specific topic. Consult the course listing for current offerings.

451 PHILOSOPHICAL STUDIES: HISTORY OF PHILOSOPHY

Copenhaver, Fritzman, Martinez, Smith

Content: Advanced study of movements and philosophers discussed in 300-level history of philosophy courses.

Prerequisites: Philosophy 101, 250, and one 300-level course, or consent of instructor.

Taught: Annually, 4 semester credits. May be taken more than once for credit if on different topics.

452 PHILOSOPHICAL STUDIES: TOPICS IN VALUE THEORY

Martinez, Odenbaugh, Smith

Content: Advanced study of classical and current philosophical issues and problems in value theory, including the philosophy of art and beauty, ethics and morality, philosophy of religion, social and political thought, and the philosophy of law.

Prerequisites: Philosophy 101, 250, and one 300-level course, or consent of instructor.

Taught: Annually, 4 semester credits. May be taken more than once for credit if on different topics.

453 PHILOSOPHICAL STUDIES: ADVANCED THEMES IN PHILOSOPHY

Copenhaver, Fritzman, Martinez, Odenbaugh, Smith

Content: Advanced study of topics covered in 300-level themes in philosophy courses, in areas other than value theory.

Prerequisites: Philosophy 101, 250, and one 300-level course, or consent of instructor.

Taught: Annually, 4 semester credits. May be taken more than once for credit if on different topics.

Physical Education and Athletics**DIRECTOR: CLARK S. YEAGER**

Physical education and physical fitness are important aspects of a curriculum that stresses the physical, mental, and social dimensions of the human experience. Integral to a liberal arts education is a recognition of the importance of health and fitness. Therefore, Lewis & Clark offers a comprehensive physical activity program that emphasizes physical fitness and the acquisition of skills and knowledge for lifelong activities.

GRADUATION REQUIREMENT

Students are required to take two physical education/activity courses as a General Education requirement. Physical education and athletics courses that meet this requirement may be numbered 101, 102, 141, or 142. Students may register for only one 101 course per semester. Up to four credits earned for 101, 102, 141, and 142 may be applied toward total credits required for graduation.

FACILITIES

Pamplin Sports Center and Zehntbauer Swimming Pavilion are the major indoor health and fitness facilities on campus. They house an eight-lane swimming pool, a gymnasium with three basketball courts, an extensive fitness center, and an activity room for self-defense, martial arts, and aerobics classes. Locker rooms are available for people participating in classes, recreation, and athletic events.

Griswold Stadium, Fred Wilson Field, and Eldon Fix Track feature a lighted, state-of-the-art track and synthetic playing field. The campus has six tennis courts—three outdoor courts and three covered by a heated airdome. Other facilities include the Huston softball-baseball complex and an outdoor pool, open during the summer.

Lewis & Clark also has waterfront docks and storage for sailing and rowing on the Willamette River.

STAFF

Justin Baughman, instructor, head baseball coach.

Monica Baker, associate director for athletic development.

Tara Derby, assistant athletic trainer.

Melissa Dudek, assistant director of athletics and physical education for sports information.

Ian Falconer, instructor, assistant football coach.

Chris Fantz, instructor, head swimming coach, aquatics director.

David Fix, instructor, head men's and women's track and field coach, assistant cross country coach.

Dinari Foreman, director of intramurals, assistant men's basketball coach.

Juli Fulks, instructor, head women's basketball coach, head softball coach.

Robert Gaillard, instructor, head men's basketball coach.

Steve Golas, instructor, head women's soccer coach.

Lori Jepsen, instructor, head volleyball coach, assistant softball coach.

Jeremy Loew, instructor, assistant athletic trainer.

Mark Minty, assistant director of athletics for facilities.

Scott Pierce, instructor, assistant football coach.

Mark Pietrok, instructor, senior assistant director of athletics and physical education for sports medicine.

Sharon Sexton, associate director of physical education and athletics, senior woman administrator.

Chris Sulages, instructor, head football coach.

Sam Taylor, instructor, head men's and women's rowing coach.

Gundars Tilmanis, instructor, head men's and women's tennis coach.

Keith Woodard, instructor, head cross country coach, assistant track and field coach.

TBA, men's golf coach.

TBA, women's golf coach.

101 ACTIVITIES

Staff

Content: May include aerobics, step aerobics, badminton, ballroom dancing, basketball, bowling, country and western dance, cross training, cycling, deep-water running, fitness walking, fly-fishing, golf, Frisbee golf, jogging, lifeguard training, martial arts, outdoor adventures, rock climbing, rowing, sailing, scuba diving, skiing/snowboarding, soccer, softball, speed and agility, spinning, strength and conditioning, swim fitness, swimming, tennis, triathlon training, Ultimate Frisbee, volleyball, water safety instruction, weight training, women's self-defense, yoga. Focus on principles of physical fitness such as safe techniques, conditioning activities, principles of movement, importance of lifetime fitness. Student participation and attendance emphasized. Off-campus activities may require a student to secure his or her own transportation to the site.

Prerequisite: None. Fees for some activities.

Taught: Annually (many activities offered each semester), 1 semester credit, credit-no credit.

102 VARSITY ATHLETICS

Staff

Content, fall semester varsity sports: Volleyball (W), football (M), cross country (M and W), soccer (W).

Content, spring semester varsity sports: Swimming (M and W), basketball (M and W), tennis (M and W), indoor and outdoor track and field (M and W), softball (W), baseball (M), golf (M and W), crew (M and W).

Prerequisite: Consent of instructor.

Taught: Annually, 1 semester credit, credit-no credit.

141 WILDERNESS FIRST RESPONDER

Yuska (College Outdoors)

Content: Problem-solving skills for responding to medical emergencies in the wilderness: medical knowledge, resource assessment, team management. Exceeds requirements for National First Responder Curriculum.

Prerequisites: Consent of instructor prior to registration. Fee.

Taught: Annually, during semester break in January, 1 semester credit, credit-no credit.

142 WILDERNESS LEADERSHIP

Yuska (College Outdoors)

Content: Leadership, followership, and decision making in a wilderness environment. Five class meetings and extensive outdoor field experience offering opportunities to develop and test interpersonal and technical skills.

Prerequisites: Consent of instructor prior to registration. Fee.

Taught: Annually during spring semester, plus a one- to two-week field course in May, 1 semester credit, credit-no credit.

340 PREVENTION AND CARE OF INJURIES

Pietrok

Content: Introduction to athletic training, scientific background for conditioning, influence of factors on performance, psychogenic factors in sports, modalities, injury recognition, first aid techniques, protective equipment.

Prerequisite: None.

Taught: Annually, 4 semester credits.

405 ADVANCED ATHLETIC TRAINING

Pietrok

Content: Application of scientific foundations, use of therapeutic modalities, evaluative techniques, manufacturing of protective equipment and strapping, clinical experience.

Prerequisite: Consent of instructor.

Taught: Every third year, 4 semester credits.

444 PRACTICUM

Staff

Content: Independent project developed under the direction of a faculty member.

Prerequisites: Consent of instructor and department director.

Taught: Annually, 1-4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Independent topic developed and researched under the direction of a faculty member.

Prerequisites: Consent of instructor and department director.

Taught: Annually, 1-4 semester credits.

Physics

CHAIR: MICHAEL BROIDE

Physics is the inquiry into the structure and organization of the universe. It is the study of forces and matter, of motion, of cause and effect, and of the intrinsic properties of space and time. It seeks to comprehend the essences of these things at the deepest level, and to use them to synthesize models of complex phenomena. The accomplishments of physics stand out among the highest achievements of human intellect and imagination, and as the discipline continues to evolve, the mysteries with which it deals are ever more intriguing. For a person planning a career in any field, a physics course is an ideal component of a liberal arts education. For one who seeks a career as a physicist, the breadth acquired in a liberal arts education augments and enhances the special training that physics requires.

The Department of Physics offers a complete program for students planning careers in physics, astronomy, or engineering, including a thorough preparation for graduate school or for professional engineering school. (For additional information on engineering, see the Engineering listing in this catalog.) The program is also well suited for those who plan careers in science education or in the health sciences. Special courses for students not planning a science career introduce them to the basic concepts underlying modern scientific thought.

The physics faculty have diverse interests and expertise, are active in research, and engage students in their research activities. The department is particularly active in the areas of biophysics, astrophysics, and nonlinear dynamics. Laboratory and desk space are available for majors. The faculty strive to maintain an atmosphere of creative inquiry and informal interaction with students, and to provide an environment that stimulates students to learn from each other. Physics majors maintain an active chapter of the Society of Physics Students (SPS) and sponsor campus events through the Physics Club.

THE MAJOR PROGRAM

The introductory program serves students already committed to rigorous training for a professional career in physics, as well as those who are still testing their interest in physics or engineering as a profession.

The physics curriculum is highly sequential; all students contemplating the major should seek the advice of a physics faculty member as soon as possible. Transfer students and those who declare the major after the first year should consult the department chair for guidance. Upon consultation with faculty, the complete course program for a physics major can be adapted to match the

goals of each student, including opportunities to participate in overseas study programs.

MAJOR REQUIREMENTS

A minimum of 38 semester credits in physics, plus courses in mathematics, distributed as follows:

- 1) Physics 151,* 152, 251, and 252.
- 2) Mathematics 131 and 132.
- 3) Mathematics 225, 233, and 235.
- 4) Physics 201 or 202 (taking both is strongly recommended).
- 5) Physics 300, 321, 331, and 451.
- 6) One course (2 semester credits) chosen from Physics 400, 490, and 491.
- 7) Recommended for all majors: Computer Science 171. Mathematics 215 and 255. Two semesters of biology and/or chemistry.
- 8) Majors planning to do graduate work should also take the following: Physics 332, 421, and 452; and Mathematics 345 and 365.

Note: All majors beyond the first year are expected to attend the physics colloquium.

MINOR REQUIREMENTS

A minimum of 24 semester credits (six courses), distributed as follows:

- 1) Physics 151, 152, 251, and 252.
- 2) One course selected from Physics 321, 331, and 451.
- 3) Physics 201 or 202.

HONORS

Physics majors in their junior year are invited to take part in the department's honors program, during the semester they are scheduled to have completed 96 semester credits, provided they have a GPA of 3.500 overall and 3.500 for all physics courses taken at Lewis & Clark. Before the end of the semester of invitation, the student selects a faculty member to supervise the research. The approved research program is completed during the senior year, and the student receives 4 semester credits in Physics 491 (Honors Research) for each of the two semesters required to carry out the research. Credit in Physics 491 may be applied to the laboratory requirement of the physics major program. The designation of honors in physics requires approval of at least three-quarters of the physics faculty.

RESOURCES FOR NONMAJORS

The department regularly offers courses geared for students majoring in disciplines outside of the mathematical and natural sciences division. These courses include Astronomy (Physics 105); Chance, Determinism, Complexity, and Meaning in Science (Physics 107); and Great Ideas in Physics (110), all of which fulfill General Education requirements in mathematical and quantitative reasoning (Category B). For students in other science departments, several other courses are valuable.

It is also possible for students majoring in other disciplines to gain a broad introduction to physics by taking an introductory sequence. Introductory General Physics I and II cover classical and modern physics in one year, and utilize elementary calculus. Physics I, II, III, and IV are also calculus-based and provide a two-year introduction to physics.

Chemistry, mathematics, and biology majors planning graduate study may need to take additional physics courses beyond the introductory sequence.

*With consent of the department, Physics 141 may be substituted for 151.

FACILITIES

The Olin Center for Physics and Chemistry has more than 40,000 square feet of classroom, laboratory, library, and study space. Facilities and equipment used by the physics department include the following:

Research astronomical observatory
 Stellar photometry research laboratory
 Lecture-demonstration theatre
 Extensive faculty research space
 Professionally staffed electronic and machine shops
 Solar telescope and spectrograph
 Special laboratories for spectroscopy, optics and holography, modern physics, phase transition studies in liquids, biophysics using state-of-the-art optical microscopy
 Advanced physics laboratory for ongoing student projects
 Student-faculty research laboratories and conference room

FACULTY

Michael L. Broide, associate professor. Physics of colloids and macromolecules. Phase transitions, aggregation, pattern formation; light scattering and optical instrumentation; membrane biophysics.

Thomas Olsen, associate professor. Theoretical physics: atomic structure, laser physics, fluid dynamics, computational studies of complex phenomena.

Bethe A. Scalettar, professor. Fluorescence microscopy, biophysics, optics, thermodynamics, quantum mechanics.

Herschel B. Snodgrass, professor. Astrophysics, theoretical physics, physics of the sun.

Stephen L. Tufte, associate professor. Astrophysics, experimental physics, optics.

105 ASTRONOMY

Olsen, Tufte

Content: For nonmajors. Present knowledge of the sun, the planets, and other objects in the solar system; of stars, star systems, galaxies, and the universe as a whole. Focus on conceptual understanding rather than on a catalog of objects. Basic laws of physics, including Newton's laws of motion and gravitation, laws governing energy and its transformations, theories of matter and radiation. How the distance, size, mass, brightness, and composition of remote objects are determined. General theory of stellar evolution including nuclear synthesis, origins of life on earth, and origin and fate of the solar system. Regular evening observations at the Karle Observatory atop the Olin Center for Physics and Chemistry.

Prerequisite: Mathematics 055 or equivalent. Mathematics proficiency should be sufficient for entry into precalculus.

Taught: Each semester, 4 semester credits.

107 CHANCE, DETERMINISM, COMPLEXITY, AND MEANING IN SCIENCE

Olsen

Content: For nonmajors. The roles of chance, determinism, and complexity in science. Observation of physical systems that are best understood in terms of these concepts. Mathematical models used to further explore the utility of these concepts. Readings exploring the aptness of invocations of these concepts outside of science: LaPlace, Popper, Prigogine, Polkinghorne.

Prerequisite: Mathematics 055 or equivalent.

Taught: Annually, contingent on student interest and faculty availability, 4 semester credits.

110 GREAT IDEAS IN PHYSICS

Broide, Scalettar

Content: For nonmajors. Essential concepts used to describe and understand the physical universe. Conservation of energy, second law of thermodynamics, entropy, theory of relativity, wave-particle duality of matter.

Prerequisite: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

141 INTRODUCTORY GENERAL PHYSICS I

Scalettar

Content: First semester of a rigorous one-year introductory physics course aimed at life science and chemistry majors. Kinematics, vectors, force, statics, work, energy, linear and angular momentum, oscillations, fluids. Students may not earn credit for both Physics 141 and 151.

Prerequisites: Mathematics 131 (may be taken concurrently). Coregistration in Physics 171 Laboratory.

Taught: Annually, 5 semester credits.

142 INTRODUCTORY GENERAL PHYSICS II

Tuft, Staff

Content: Second semester of a rigorous one-year introductory physics course aimed at life science and chemistry majors. Electrostatics, magnetism, induced currents and fields, electrical circuits, wave motion and sound, light, optics, wave properties of matter, atomic physics, nuclear physics. Students may not earn credit for both Physics 142 and 152.

Prerequisites: Physics 141 or 151. Mathematics 131. Coregistration in Physics 172 Laboratory.

Taught: Annually, 5 semester credits.

151 PHYSICS I: MOTION

Broide

Content: The concepts and techniques required to measure, describe, and predict the motion of objects. Kinematics; description of motion in one, two, and three dimensions. Dynamics; causes of motion, including Newton's laws of motion. Momentum, work, energy, equilibrium, gravity, rotational motion. Special relativity. Students may not earn credit for both Physics 141 and 151.

Prerequisites: Mathematics 131 (may be taken concurrently). Coregistration in Physics 171 Laboratory.

Taught: Annually, 5 semester credits.

152 PHYSICS II: WAVES AND MATTER

Scalettar, Snodgrass

Content: Oscillating phenomena in nature and the building blocks of matter. Masses on springs, pendula, waves on strings, sound waves, light waves. Optics including the action of lenses, examples of diffraction, interference. Wave-particle duality of light and the electron. Quantum mechanics, behavior of electrons in atoms, atoms in molecules, protons and neutrons in nuclei, quarks in protons and neutrons. Students may not earn credit for both Physics 142 and 152.

Prerequisites: Physics 141 or 151. Mathematics 132 (may be taken concurrently). Coregistration in Physics 172 Laboratory.

Taught: Annually, 5 semester credits.

171, 172 PHYSICS LABORATORY

Olsen, Scalettar, Snodgrass, Tuft

Content: Laboratory study of topics including kinematics, dynamics, waves, optics, modern physics. Physics 171 to be taken with Physics 141 or 151.

Physics 172 to be taken with Physics 142 or 152.

201 EXPERIMENTAL METHODS IN THE PHYSICAL SCIENCES

Tuft

Content: Experimental methods and instrumentation in the physical sciences.

Design experiments, construct instrumentation, make measurements, and analyze and interpret data in order to reach meaningful conclusions. Discussion and use of modern experimental techniques, including analog and digital electronics, many types of sensors, computerized data acquisition, and spectroscopy (atomic, fluorescence, and infrared). Final student-designed project provides opportunities for interdisciplinary investigations. This course is taught in conjunction with Chemistry 355. Credit may not be earned for both Chemistry 355 and Physics 201.

Prerequisite: Physics 141 or 151 or consent of instructor.

Corequisite: Physics 142 or 152 or consent of instructor.

Taught: Annually, 4 semester credits.

202 METHODS OF THEORETICAL PHYSICS

Snodgrass

Content: Introduction to and development of mathematical tools needed for upper-level physics courses. Vector spaces and introduction to Dirac notation: concepts of linear dependence, normalization, orthogonality, and dimension. Three-dimensional vectors and vector calculus, study of partial derivatives, vector valued functions, coordinate transformations, and curvilinear coordinate systems. The Dirac delta function. Abstract vectors and vector-space analysis of function theory, including an introduction to complex variables and Hilbert Spaces. Eigenvectors, eigenvalues, orthogonal polynomials, orthogonal functions, and Fourier analysis. Methods for solutions of the partial differential equations of elementary field theories.

Prerequisites: Physics 152. Mathematics 132.

Taught: Annually, 4 semester credits.

205 DEEP SPACE ASTRONOMY

Snodgrass

Content: Introduction to cosmology. Cosmological models throughout history. Interplay between observations and basic principles: looking out in space and back in time. Development of modern cosmology from Newton through Einstein, including the theories of special and general relativity. Properties of light and gravitation, stars, stellar evolution, black holes, galaxies, and the large-scale structure of the universe. Present-day observations and models: Hubble space telescope, big bang, microwave background radiation, and cosmological red shift. In-depth discussion of the standard (Einstein-DeSitter) model. The ultimate fate of the universe. For majors and nonmajors.

Prerequisites: Physics 105, 110, 141 or 151, or consent of instructor. Prior introductory physics or astronomy. Comfort with mathematics at the level of elementary functions is requested.

Taught: Alternate years, 4 semester credits.

251 PHYSICS III: ELECTROMAGNETISM

Olsen, Staff

Content: Introduction to electricity, magnetism, and their interactions. Electric fields and electric potentials. Phenomena of capacitance, currents, circuits. Forces on moving charges described in terms of the magnetic field. Effects of time-varying electric and magnetic fields, in both vacuum and matter: induction, alternating current circuits, electromagnetic waves.

Prerequisites: Physics 151. Mathematics 233 or Physics 202 (may be taken concurrently).

Taught: Annually, 4 semester credits.

252 PHYSICS IV: THERMODYNAMICS AND STATISTICAL MECHANICS

Broide

Content: The phenomena of heat from macroscopic and microscopic viewpoints. Temperature, equilibrium, thermal energy, internal energy, heat flow, entropy, extraction of work from engines. Phenomena described macroscopically by the laws of thermodynamics and microscopically by densities of accessible states, probabilities, ensembles, distribution functions. Application to the condensed states of matter and transport phenomena.

Prerequisites: Physics 152. Mathematics 233 or Physics 202.

Taught: Annually, 4 semester credits.

300 ADVANCED LAB AND COLLOQUIUM

Broide, Tufte

Content: Experiments of a significant historical nature or emphasizing important laboratory techniques. Students design and conduct two experiments per semester. Attendance at weekly physics colloquium required.

Prerequisite: Physics 201 or 202 or consent of instructor.

Taught: Each semester, 2 semester credits.

321 QUANTUM PHYSICS I

Snodgrass, Tufte

Content: First semester of an upper-division modern physics and quantum mechanics course. Bohr atom, DeBroglie waves, orbitals, Zeeman effect, spectroscopy, wave packets, Schrodinger equation in one dimension, eigenfunctions and eigenvalues, operators, harmonic oscillator, Schrodinger equation in three dimensions, angular momentum, hydrogen atom.

Prerequisites: Mathematics 225 and 235. Physics 152.

Taught: Annually, 4 semester credits.

331 ADVANCED ELECTRICITY AND MAGNETISM I

Olsen

Content: Mathematical theory of static electromagnetic fields in vacuum. The forces due to electric charges and currents in terms of electric and magnetic vector fields. The derivation of electric and magnetic fields from scalar and vector potential fields. Boundary-value techniques for the solution of the equations of Laplace and Poisson: potential fields in the presence of various configurations of charges and currents. The summary of all aspects of electromagnetism in terms of Maxwell's equations.

Prerequisites: Physics 202 or Mathematics 233. Physics 251. Mathematics 235.

Taught: Annually, 4 semester credits.

332 ADVANCED ELECTRICITY AND MAGNETISM II

Olsen, Snodgrass

Content: Mathematical theory of static and dynamic electromagnetic fields, including electromagnetic fields in matter. The contribution of induced charges and currents to the electric and magnetic fields in matter. The prediction of electromagnetic waves from Maxwell's equations. The propagation of these waves in vacuum, bulk matter, and waveguides. The radiation of accelerated charges.

Prerequisite: Physics 331.

Taught: alternate years, 4 semester credits.

380 TOPICS IN PHYSICS

Staff

Content: Application of physics concepts and techniques to the understanding of specific systems. Topic chosen from the following: astrophysics, atomic physics, molecular spectroscopy, solid state physics, optics, fluids, particle physics, cosmology.

Prerequisite: Physics 252 or consent of instructor.

Taught: Alternate years, contingent on student interest and faculty availability, 4 semester credits.

400 ADVANCED LAB AND COLLOQUIUM

Broide, Tufte

Content: Experiments of a significant historical nature or emphasizing important laboratory techniques. Students design and conduct two experiments per semester. Attendance at weekly physics colloquium required.

Prerequisite: Physics 300.

Taught: Each semester, 2 semester credits.

421 QUANTUM PHYSICS II

Snodgrass

Content: Continuation of Physics 321. Interactions of electrons with electromagnetic fields, matrices, spin, addition of angular momenta, time-independent perturbation theory, helium spectra, fine structure of atoms, molecules, time-dependent perturbation theory, radiation.

Prerequisite: Physics 321.

Taught: Alternate years, 4 semester credits.

451 THEORETICAL DYNAMICS I

Scalettar

Content: Precise mathematical formulations of the idealized physical systems of classical mechanics and the physical interpretation of mathematical solutions. Linear oscillating systems, the two-body problem, rotating and accelerated reference frames, rotation of extended bodies, theory of scattering. Newtonian methods, methods of Lagrange and Hamilton, phase space analysis.

Prerequisites: Mathematics 235. Physics 151.

Taught: Annually, 4 semester credits.

452 THEORETICAL DYNAMICS II

Olsen, Staff

Content: The calculus of variations, Lagrangian and Hamiltonian mechanics, canonical transformations, Poisson brackets, nonlinear dynamics, introduction to the theory of chaos. Development of physics through minimum principles and generalized systems of coordinates, conjugate relationships between positions and momenta, and between energy and time, as these relate to the connections between the classical and quantum mechanical descriptions of the world. Phase-space notion of an attractor, characterization of strange attractors. Time series and dimensional analyses for describing chaotic systems.

Prerequisite: Physics 451.

Taught: Alternate years, 4 semester credits.

490 UNDERGRADUATE RESEARCH AND COLLOQUIUM

Staff

Content: Advanced research supervised by a sponsoring faculty member. Students conduct a preliminary literature survey; demonstrate thoughtful planning; and develop a tractable research plan, stating objectives, possible methodology, and realistic time schedule. Attendance at weekly physics colloquium required.

Prerequisites: Physics 201 or 202. Consent of department.

Taught: Annually, 4 semester credits.

491 HONORS RESEARCH

Staff

Content: Supervised research toward completing a project and a research-quality paper to qualify for honors in physics on graduation. Students conduct an exhaustive literature search of a research problem, perform an extensive experimental or theoretical investigation, and prepare a comprehensive report of the findings.

Prerequisite: By invitation only.

Taught: Each semester, 4 semester credits.

Political Economy

COORDINATOR: MARTIN HART-LANDSBERG

The political economy minor embraces one of the world's major interdisciplinary perspectives on human phenomena. This perspective emphasizes the dynamic interaction between, and critical influence of, political and economic forces on individuals, cultures, societies, markets, states, and the global system. The intellectual reach of political economy is illustrated by the fact that the minor includes courses drawn from anthropology, communication, economics, gender studies, history, international affairs, philosophy, political science, sociology, and teacher education.

To earn a minor in political economy, students must complete five courses: two core courses and three electives. The core courses, chosen from economics and international affairs, introduce students to various theories of political economy and examine their application to significant national and international patterns and developments. The elective courses fall into three concentrations: global, national-regional, and social and cultural. Many of these electives go beyond the material bases of power to examine how ideas, culture, discourse, gender, race, and identity can affect and interact with political and economic forces to structure varied social environments. Underlying all these courses is the premise that power—be it state power, business power, collective power, or individual power—is primarily shaped by, and operates through, political and economic systems.

Potential employers and graduate programs increasingly seek liberal arts majors who have strong analytical skills and knowledge of contemporary events; a political economy minor offers evidence of such preparation. Reflecting the sponsoring faculty's broad array of training and interests, the minor highlights a wide range of topics and applications. Examples include the connections between economic systems and political power in structuring production relations at the shop-floor, national, and international level; the relationship between governments and markets in determining national development; the relationship among gender, race, and class and an individual's position in society; the ways in which environmental issues are shaped by economic institutions; the influence of state power on the global economy; and the role of social movements in promoting economic change.

Students may enhance almost any major through the addition of a minor in political economy. Students interested in the minor are encouraged to take one of the core courses in their sophomore year. Application for admission to the minor is made in consultation with one of the program's sponsoring faculty after the student has successfully completed one of the core courses.

MINOR REQUIREMENTS

A minimum of 20 semester credits (five courses), distributed as follows:

1) Two core courses: International Affairs 340 and Economics 250.

2) Three courses chosen from the following three concentrations; no more than two courses may be taken from any one concentration: a) Global Concentration: Economics 232, 260, and 430; International Affairs 257, 318, and 341; Sociology/Anthropology 225, 350, and 352. b) National-Regional Concentration: Economics 280 and 295; History 142, 330, and 347; Sociology/Anthropology 281, 285, and 377. c) Social and Cultural Concentration: Gender Studies 440; Political Science 311; Sociology/Anthropology 221, 227, 228, 249, 254, 300, 314, and 340.

SPONSORING FACULTY

Andrew Cortell, associate professor of international affairs.

Modhurima DasGupta, assistant professor of sociology.

Robert Goldman, professor of sociology.

Eban S. Goodstein, professor of economics.

Martin Hart-Landsberg, professor of economics.

Oren Kosansky, assistant professor of anthropology.

Bruce M. Podobnik, associate professor of sociology.

Zaher Wahab, professor of education.

Elliott Young, associate professor of history.

Political Science

CHAIR: CURTIS N. JOHNSON

Political scientists examine the theory and practice of government, law, and politics within the history of political ideas and philosophy, as well as within the context of contemporary political practices. They use the tools and methods of the social sciences to seek knowledge of political institutions and processes, and to learn how to think critically about public policies and their consequences. Political scientists attempt to evaluate how behavior (individual, group, and mass) affects political institutions, and how institutions shape and constrain political choices.

Because of their understanding and interest in political systems, students who earn degrees in political science often enter such career fields as government service, law, journalism, politics, public policy analysis, and education. Knowledge about politics often extends into other spheres, as graduates also pursue careers in medicine, business and finance, or the clergy.

Political science is often organized into fields: American government, comparative politics, political theory, public law, and international relations (covered by the Department of International Affairs). Subfields such as public administration and methodology intersect with these main areas and provide avenues for more focused and advanced specialization.

THE MAJOR PROGRAM

The political science curriculum is organized around five fields: American government, comparative politics, political theory, public law, and methodology. Courses are offered in American government and comparative politics at the introductory and advanced levels. Courses in public law, political theory, and methodology are advanced courses, normally taken after students have completed introductory courses.

Political science majors can undertake independent study under individual faculty supervision, including practical applications and experiences such as internships with elected officials, interest groups, and government agencies. The department's annual semester of study in Washington, D.C., one of the more distinguished programs of its kind in the country, includes interviews with some of America's most influential politicians and decision makers, combined with a rigorous curriculum of in-class instruction.

The political science department uses local and regional resources with visits to the Oregon state legislature in Salem and to county and city political offices in the Portland metropolitan area. Other resources include numerous governmental agencies in the Portland area, interest groups, and political movements.

The political science curriculum is organized into the following concentrations:

American Government and Institutions

- 103 U.S. Government: National Politics
- 301 American Constitutional Law: Equal Protection and Due Process
- 302 Political Parties and Interest Groups
- 305 American Constitutional Law: Civil Liberties
- 307 Government and the Economy
- 350 Congressional Politics
- 351 Presidential Politics
- 359 Religion and Politics

Comparative Politics

- 102 Comparative Political Systems
- 254 Comparative Nationalism
- 315 Transitions to Democracy
- 317 Southeast Asian Politics and Government
- 320 European Agrarian Development in Comparative Perspective
- 321 Problems of Communism and Postcommunism
- 325 Western European Politics

Political Theory

- 309 American Political Thought and Ideology
- 310 Pillars of Western Political Thought: Plato to Machiavelli
- 311 Pillars of Western Political Thought: Hobbes to Foucault
- 313 International Political Theory
- 402 Problems in Political Theory

Public Law, Policy, and Administration

- 255 Law, Lawyers, and Society
- 275 Gender and Politics
- 301 American Constitutional Law: Equal Protection and Due Process
- 305 American Constitutional Law: Civil Liberties
- 353 The National Policy Process
- 425 Legal Regulation of American Democracy

Methodology and Thesis

- 201 Research Methods in Political Science
- 252 Public Opinion and Survey Research
- 400 Senior Thesis

Note: Students planning to pursue a law degree, a master's degree in public administration, or a public career will find courses in public law, policy, and administration particularly useful. Students planning to attend graduate school in political science will find courses in the other three concentrations especially useful.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows:

- 1) Eight courses in political science, including the following: **a)** Political Science 102 and Political Science 103, required of all majors, should be taken first. **b)** Political Science 201 (Research Methods) should be taken prior to the senior year, preferably in the sophomore year. **c)** Five more courses in political science, at least one course in political theory, and at least one course from the American government and institutions list above (not counting Political Science 103). One international affairs course at the 200 level or higher may

be substituted for one course in comparative politics. **d)** Political Science 400 (Senior Thesis).

2) International Affairs 100.

3) Economics 100.

4) In addition, the following courses are recommended: **a)** For all majors: courses in European and U.S. history; macroeconomics; semester in Washington, D.C.; international political economy **b)** For students planning to attend law school: courses in English literature, philosophy (including logic), mathematics, history. **c)** For students planning to attend graduate school in political science: courses in mathematics, statistics, other social sciences. **d)** For students planning a career in politics, public policy, or urban planning: courses in accounting, statistics, communication, economics, and psychology.

MINOR REQUIREMENTS

A minimum of 20 semester credits (five courses), distributed as follows:

1) Political Science 102; 310 or 311; and 103.

2) One course in American government and institutions selected from Political Science 301, 302, 305, 307, and 350, or a political science course taken in the Washington, D.C., program.

3) One course in public law, policy, and administration selected from Political Science 301 and 305.

PRACTICUM PROGRAM

The department encourages students to take advantage of its internships or practica. Practica prospects are announced each semester. Eligibility depends only on the student's interest in working in a public or private agency that can provide an experience related to politics, law, or administration. The department usually makes practicum arrangements, but a student's relevant community associations are considered. In the past, students have worked with city governments, law firms, civil rights groups, congressional offices, planning agencies, and state administrative agencies. Students may earn up to 4 semester credits for practica.

HONORS AND SENIOR THESIS

All political science majors are required to enroll in Political Science 400 (Senior Thesis) in the senior year, normally in fall semester. Majors who have achieved a GPA of 3.500 or higher in the major and overall may be considered for honors. After the student completes and formally presents the thesis, the political science faculty determine whether to grant honors on graduation.

RESOURCES FOR NONMAJORS

Since political science is intrinsic to a liberal education, the department makes its courses open to all students. Political science courses guide students in using the discipline's resources and in developing descriptive, analytical, evaluative, and communicative skills needed by participants in a liberal democracy. Two courses are entrees to the field: Comparative Political Systems and U.S. Government: National Politics.

FACULTY

Robert M. Eisinger, associate professor. American politics, political parties, interest groups, public opinion, research methods, religion and politics.

John Holzwarth, assistant professor. Political theory, history of political thought.

Curtis N. Johnson, Dr. Robert B. Pamplin Jr. Professor of Government. Political theory, American government, classical studies, history of political thought.

Todd Lochner, assistant professor. American constitutional law, American political systems.

102 COMPARATIVE POLITICAL SYSTEMS

Staff

Content: Introduction to the central theories used in comparative politics. An examination of the manner in which new regimes are institutionalized and the factors associated with their success or failure. Application of these insights to case studies involving six countries.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

103 U.S. GOVERNMENT: NATIONAL POLITICS

Eisinger

Content: The politics of the founding period; interactions within and among the executive, legislative, and judicial branches; the federal division of institutionalized powers; public opinion, interest groups, and political parties; the policy process in areas such as defense, welfare, civil rights and liberties, international affairs.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

201 RESEARCH METHODS IN POLITICAL SCIENCE

Eisinger

Content: The scope and methods of political science. Application of terms such as hypothesis, theory, validity, crosstabs, chi-square, statistical significance, regression, and correlation with an eye toward understanding rather than producing statistics. Epistemological issues raised by the behaviorist approach. Help for students choosing senior thesis topics.

Prerequisite: Political Science 103. Normally taken during junior year.

Taught: Annually, 4 semester credits.

244 PRACTICUM

Staff

Content: Opportunities for well-prepared students to put academic concepts and techniques to work in the marketplace. Specific activities vary; usually involve work with a public agency or private group.

Prerequisites: Considerable preparation before enrollment. Consult instructor and obtain the department's instructions about the program well in advance.

Taught: Annually, 2-4 semester credits.

252 PUBLIC OPINION AND SURVEY RESEARCH

Eisinger

Content: The role of public opinion in the American political process; the problem of identifying the public and the extent to which this public exercises political authority; techniques of researching public opinion. Political socialization, formation of attitudes, group differences, mass opinion, elite opinion, direct action. Research design, data collection, scaling, analysis, and interpretation of data in the context of research on polling.

Prerequisite: None.

Taught: Every three years, 4 semester credits.

254 COMPARATIVE NATIONALISM

Staff

Content: Theories of nationalism and national identity. Case studies from around the globe illustrating the process of nation-state formation. Problems of conflict in multinational states. Comparison of recent nationalist movements.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

255 LAW, LAWYERS, AND SOCIETY

Lochner

Content: The role of law and legal institutions in the American political system. Examination of institutional actors, such as lawyers, judges, and juries, as well as an examination of discrete case studies, such as "mass torts," environmental litigation, and criminal justice policy. What features define the American legal system; how does this system compare to the legal systems of other countries; what are its respective advantages and disadvantages?

Prerequisite: Sophomore standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

275 GENDER AND POLITICS

Staff

Content: Use of comparative and historical perspective to understand women as political actors. Notions of power, change, participation, politics. The suffrage struggle and the political situation in eastern and western Europe.

Prerequisite: None.

Taught: Every third year, 4 semester credits.

290 THE SENATE: AN INSIDER'S PERSPECTIVE

Eisinger, Packwood

Content: An examination of what makes the U.S. Senate a unique legislative body. Topics include the legislative process, seniority, the party caucus, the evolving constitutional functions of the Senate, institutional and structural differences between the Senate and the U.S. House of Representatives, and specific public policies that emanated from the Senate.

Prerequisite: None.

Taught: Annually, 2 semester credits, credit-no credit.

299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor.

Prerequisite: Consent of instructor.

Taught: Each semester, 2-4 semester credits.

301 AMERICAN CONSTITUTIONAL LAW: EQUAL PROTECTION AND DUE PROCESS

Lochner

Content: A study of the U.S. Supreme Court and judicial review from 1787 to the present. An examination of the court's landmark constitutional decisions, as well as the theory and techniques of constitutional interpretation. The court's authority within the wider political and social context of American government, with emphasis on the court's jurisprudence in the areas of equal protection (including segregation and desegregation, affirmative action, gender discrimination, and sexual orientation discrimination) and due process (including privacy and abortion rights). Discussions of actual Supreme Court rulings, majority opinions and dissenting arguments, as well as the political and historical context of those decisions in an effort to understand how and why the Supreme Court has played such an influential role in American politics and political thought.

Prerequisites: Sophomore standing. Political Science 103.

Taught: Annually, 4 semester credits.

302 POLITICAL PARTIES AND INTEREST GROUPS

Eisinger

Content: The structure and functioning of political parties from the local to the national level; organization, staffing, and policy development of parties. Pluralist analysis, group theory, impact of interest group activity on the American political system.

Prerequisite: Political Science 103.

Taught: Every third year, 4 semester credits.

305 AMERICAN CONSTITUTIONAL LAW: CIVIL LIBERTIES

Lochner

Content: Focus on the First Amendment, particularly free speech (including areas of national security, incitement to lawless action, individual and group defamation, indecency, and obscenity) as well as criminal defendants' rights (including Fourth Amendment search and seizure law, Fifth Amendment rights against self-incrimination, and Eighth Amendment prohibitions against cruel and unusual punishment in the context of the death penalty). Discussions of actual Supreme Court rulings, majority opinions, and dissenting arguments, as well as the political and historical context of those decisions in an effort to understand how and why the Supreme Court has played such an influential role in American politics and political thought.

Prerequisites: Sophomore standing. Political Science 103.

Taught: Annually, 4 semester credits.

307 GOVERNMENT AND THE ECONOMY

Staff

Content: A framework for analysis of the policy-making process. History, dynamics, and trends of major U.S. economic policies. The scope of American domestic policy; subsidies and aids to business, labor, agriculture, consumers; antitrust policy and the Federal Trade Commission; public utility regulation; natural resources policies; full employment; antipoverty and defense spending.

Prerequisite: Sophomore standing or consent of instructor.

Taught: On Washington, D.C., program, alternate years, 4 semester credits.

309 AMERICAN POLITICAL THOUGHT AND IDEOLOGY

Johnson

Content: The evolution of political ideas and ideologies from the prerevolutionary era through the founding period, Civil War, early 20th century, and New Deal, up to present divisions between "liberals," "conservatives," and other contemporary political orientations. Locke, Madison, Jefferson, Lincoln, Keynes, Hayek, Harrington, others.

Prerequisite: Political Science 103 or consent of instructor.

Taught: Every third year, 4 semester credits.

310 PILLARS OF WESTERN POLITICAL THOUGHT: PLATO TO MACHIAVELLI

Holzwarth, Johnson

Content: Political theorists and their theories—classical, early Christian, and early modern—and the potential relevance of their enterprise to ours. How we might go about our own enterprise more effectively, linking discipline and imagination. Consideration of six to eight works, in recent years including Plato's *Apology*, *Crito*, and *Republic*; Aristotle's *Politics*; works by Cicero and Polybius; Augustine's *City of God*; Machiavelli's *Prince* and *Discourses*; Hobbes' *Leviathan*; Locke's *Second Treatise*.

Prerequisite: Sophomore standing.

Taught: Annually, 4 semester credits.

311 PILLARS OF WESTERN POLITICAL THOUGHT: HOBBS TO FOUCAULT

Holzwarth, Johnson

Content: Focus on works of Enlightenment, modern, and contemporary thinkers such as Hume's political writings, Rousseau's *Social Contract*, Marx's political ideas, Mill's *On Liberty*, Freud's *Civilization and Its Discontents*, Rawls' *Theory of Justice*, feminist theory (Okin, DiStefano, Harding, Elstain), and critical theory (Rorty, Habermas, Foucault).

Prerequisite: Sophomore standing.

Taught: Annually, 4 semester credits.

313 INTERNATIONAL POLITICAL THEORY

Holzwarth

Content: Normative issues in international politics, including such topics as national sovereignty, just war theory, international intervention, human rights, cultural rights, secession and self-determination, the competing ethics of patriotism, nationalism, and cosmopolitanism. Historical approaches through such thinkers as Thucydides, Hobbes, Kant, Mill, followed by contemporary readings, including such authors as Rawls, Walzer, Kymlicka, Rorty, Nussbaum.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

315 TRANSITIONS TO DEMOCRACY

Staff

Content: Analysis of different theories of democratic transitions. Cases of democratic transitions from southern and eastern Europe, Latin America, and Asia. Factors such as role of the military, economic development, civil society.

Prerequisites: Political Science 102. Consent of instructor.

Taught: Alternate years, 4 semester credits.

316 ETHICS AND PUBLIC POLICY

Holzwarth

Content: Exploration of contemporary normative issues in political theory through analysis of specific arguments surrounding controversial issues and consideration of the broader ethical frameworks within which we attempt to make decisions about them. Topics may include abortion, euthanasia, punishment and the death penalty, multiculturalism, affirmative action, women's rights, gay rights, animal rights, just war theory, social welfare.

Prerequisite: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

317 SOUTHEAST ASIAN POLITICS AND GOVERNMENT

Staff

Content: Politics and governments of Southeast Asia, as a region and in terms of selected countries (varying from year to year) among the following: Australia, Brunei, Burma, Indonesia, Kampuchea, Laos, Malaysia, New Zealand, the Philippines, Singapore, Thailand, Vietnam. The relationships among diverse histories, colonial legacies, ethnic and religious traditions, and foreign occupations in the creation of today's political dynamics and governmental configurations.

Prerequisite: Political Science 102 or consent of instructor.

Taught: Every third year, 4 semester credits. Not offered in 2008-09.

320 EUROPEAN AGRARIAN DEVELOPMENT IN COMPARATIVE PERSPECTIVE

Staff

Content: The radical transformation of agriculture and agricultural societies over the last 300 years. Comparisons of Western and non-Western societies; contrasts between revolutionary and peaceful patterns of agrarian change. Origins of the state, models of social change and development, interpretations of the nature of peasant society, rural revolutions and peasant mobilization, agrarian reform attempts.

Prerequisite: Junior standing. Recommended as a sequence with International Affairs 341.

Taught: Every third year, 4 semester credits.

321 PROBLEMS OF COMMUNISM AND POSTCOMMUNISM

Staff

Content: Introduction to the political, economic, and social issues that emerged during the institutionalization of communism in the Soviet Union and eastern Europe. The relationship between the institutions of communism and the challenges associated with transitions to market capitalism and democracy in postcommunist contexts.

Prerequisite: Political Science 102.

Taught: Alternate years, 4 semester credits.

325 WESTERN EUROPEAN POLITICS

Staff

Content: The politics, institutions, and policy issues of the western European states and the European Union. Comparisons with the countries seeking to join.

Prerequisite: Political Science 102 or consent of instructor.

Taught: Alternate years, 4 semester credits.

350 CONGRESSIONAL POLITICS

Eisinger

Content: Constitutional foundations and the unfolding of various concepts of legislative power throughout the 19th and 20th centuries. The dynamics of Congress, its staffing, and how it and individual members manage different visions of legislative power. Other branches of government examined to illuminate the functioning and malfunctioning of the legislative branch.

Prerequisite: Sophomore standing or consent of instructor. Political Science 103 recommended.

Taught: Every third year, 4 semester credits.

351 PRESIDENTIAL POLITICS

Eisinger

Content: Constitutional foundations and the unfolding of various concepts of executive power throughout the 19th and 20th centuries. The dynamics of the presidency and the extent to which one person can be held responsible for expanded responsibilities. The organizational models and practices of 20th-century presidents. Other branches of government examined to illuminate the functioning and malfunctioning of the executive branch.

Prerequisite: Sophomore standing or consent of instructor. Political Science 103 recommended.

Taught: Every third year, 4 semester credits.

353 THE NATIONAL POLICY PROCESS

Staff

Content: Theoretical foundations of national government and analysis of its congressional, presidential, administrative, and judicial structures. Specific

public policies examined to understand the interaction of interest groups, political parties, research institutes, media, and public opinion with these structures.

Prerequisite: Political Science 103 or consent of instructor.

Taught: On Washington, D.C., program, alternate years, 4 semester credits.

359 RELIGION AND POLITICS

Eisinger

Content: Examination of several studies measuring religiosity and how or if religious participation affects political participation. The role of the church as a political institution. Religious leaders as political leaders. Emphasis on religion in American politics.

Prerequisite: Political Science 103, Religious Studies 101, or consent of instructor.

Taught: Every third year, 4 semester credits.

400 SENIOR THESIS

Eisinger, Johnson

Content: Choosing a definitive topic and narrowing it; developing a research design, doing the research, submitting drafts, revising drafts, polishing final copy. Presenting thesis to political science faculty and seniors for critique, rewrite of thesis. Final form due at end of semester.

Prerequisites: Political Science 102, 103, and 201. Normally taken during fall and spring semesters of senior year.

Taught: Annually, 2 semester credits each semester for a total of 4 credits.

402 PROBLEMS IN POLITICAL THEORY

Holzwarth, Johnson

Content: Advanced analysis of a specific problem, theme, or concept intriguing to political theorists. Specific content varies. Themes have included revolution, utopia, authority, the American founding, the social contract, Marx and his critics; in future may include postmodern political theory, feminist political theory, and the liberal-communitarian disputes in political theory.

Prerequisite: Junior standing; open to sophomores with consent of instructor only.

Taught: Alternate years, 4 semester credits.

425 LEGAL REGULATION OF AMERICAN DEMOCRACY

Lochner

Content: Analysis of the legal regulation of the American political system. The equal protection concept of voting rights, particularly the "One Person, One Vote" rule and the Voting Rights Act, and federal campaign finance regulation. Additional topics include the constitutional rights of political parties and the law relating to ballot propositions. Discussion of descriptive and normative issues.

Prerequisites: Junior standing or consent of instructor. Political Science 301.

Taught: Annually, 4 semester credits.

444 PRACTICUM

Staff

Content: Same as Political Science 244 but requiring more advanced work.

Prerequisite: Consent of instructor.

Taught: Annually, 2-4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Same as Political Science 299 but requiring more advanced work.

Prerequisite: Consent of instructor.

Taught: Annually, 2-4 semester credits.

Pre-Law

COORDINATOR: TODD LOCHNER

A law degree equips one for a wide variety of careers in law, business, government, and politics. The practice of law itself encompasses a multitude of variations from megafirms to solo practice, from in-house counsel to prosecutor, from policy advocate to public defender. Therefore, law schools do not require, and Lewis & Clark does not prescribe, a single course of study as pre-law preparation. Faculty advisors usually recommend courses that cultivate analytical and writing skills as excellent preparation for the Law School Admission Test (LSAT) and for subsequent work in law school.

Recent graduates of Lewis & Clark's College of Arts and Sciences have pursued legal education at Duke, the University of California at Berkeley, Boston College, Emory, Cornell, Columbia, Georgetown, Harvard, Tulane, Lewis & Clark Law School, and many other fine schools throughout the country. Some graduates elect to go directly into the study of law after graduation; others wait a year or two before applying to law school.

Students have gone to law school after majoring in almost every field at Lewis & Clark. The majority are from the social sciences and the humanities. Recently, more science majors have been entering the legal profession as well. Several Lewis & Clark undergraduate courses involve meetings with federal and state judges, visiting large and small law firms, guest appearances by practicing lawyers, and sharing events at the law school.

Informal pre-law advisors advise students and maintain information regarding law schools, the application process, and the legal profession. Information about law school and legal careers is also available from Lewis & Clark Law School. Undergraduate students are encouraged to participate in the many public events sponsored by the law school.

Positions held by graduates include law school professor, U.S. representative, lobbyist, director of city planning, manager of a billion-dollar light rail construction project, U.S. ambassador, trial and appellate court judges, and congressional committee staffers.

Pre-Medicine/Pre-Health

Graduates of Lewis & Clark have entered the fields of medicine, dentistry, veterinary medicine, osteopathic medicine, medical technology, physical therapy, and nursing after postgraduate study at professional schools such as those at Oregon Health & Science University, the University of Washington, Vanderbilt University, Harvard University, and Wake Forest University. Advisors at Lewis & Clark guide students in selection of appropriate courses through individual counseling, group information sessions, literature, and the Internet. Other resources available include internships and a network of Lewis & Clark alumni working in the health professions who are willing to assist students in making career decisions.

The sequential nature of many courses required for admission to health professional schools makes careful planning and early consultation with the student's academic advisor and the chief health professions advisors—Bethe Scalettar in the physics department and Adonica De Vault in the Center for Career and Community Engagement—essential. Gary Reiness of the biology department is also knowledgeable and a helpful resource for pre-health students. Students who plan to pursue postgraduate work in the health professions must take basic courses in biology, chemistry, mathematics, physics, and psychology at Lewis & Clark. Many health professions schools require advanced coursework in some of these areas as well. They also strongly encourage students to develop

a breadth of academic and cocurricular interests. Although many pre-med/pre-health students major in biology, biochemistry, or chemistry, students can enter graduate programs in the health professions with any undergraduate major, provided they have taken the courses required by the professional schools.

Psychology

CHAIR: YUEPING ZHANG

Psychology is the science of behavior and mental processes. The department's goals are to give students both a strong, scientifically rigorous base in the major subdisciplines of psychology and an exposure to applications of psychology. The curriculum and related activities acquaint students with the conceptual issues, theoretical models, empirical observations, and ethical decisions that form the basis of psychological knowledge. The department strives to develop students' competencies in conducting and evaluating psychological research, and many students have had the opportunity to publish papers and give presentations in conjunction with faculty. In addition, students can gain experience in applied psychology through the internship program.

THE MAJOR PROGRAM

The major begins with the foundation courses: Introduction to Psychology, Statistics I, and Psychology Methodology. Seven other courses, chosen in conference with the major advisor, fulfill the major requirements. Of these seven courses, two are at the intermediate (200) level, one must be an advanced (300-level) psychology lab, and one must be a capstone (400-level) course. The remaining three courses are electives, two of which must be at the advanced or capstone level. Students may arrange to take independent study courses while involved in a research project.

Capstone courses are challenging seminars that offer majors an integrative experience toward the end of their college careers. A capstone course may involve any of the following: integration of various subareas within psychology, integration of psychology and other disciplines, or application of psychological principles and methods to real-world problems and/or basic scientific questions. Capstone courses typically include a major project and in-class presentation.

Transfer students must consult the department chair to determine what courses they need to take to fulfill the major requirements.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses) in psychology, distributed as follows:

- 1) Psychology 100, 200, and 300.
- 2) Psychology 230, 240, or 260.
- 3) Psychology 220 or 280.
- 4) Psychology 310, 315, or 350.
- 5) One capstone course: Psychology 400, 425, 440, 445, 460, 465, or 490.
- 6) Three elective courses, two of which must be at the 300 level or higher, including a maximum of 4 semester credits for Psychology 299 and 499.

INTERNSHIP PROGRAM

The department's active internship program provides supervised experience and training in psychological activities at a variety of social service agencies in Portland and abroad. This field experience provides an important supplement to the student's academic program.

HONORS

At the end of the second semester of the junior year, students may apply to participate in the psychology honors program. Selection is based on an evaluation

of academic performance (a GPA of 3.500 in the major and overall) and the quality of a research proposal prepared in cooperation with a faculty member. Students work closely with a thesis committee. If the resulting honors thesis and its defense are deemed worthy of distinction by the psychology faculty, the student is awarded honors on graduation. Interested students should consult the department chair, a potential faculty sponsor, or both during the junior year. A full description of the application process is available from the department.

RESOURCES FOR NONMAJORS

Introduction to Psychology is a useful course for most Lewis & Clark majors, since very few disciplines can be divorced from an understanding of human behavior. Statistics courses provide useful tools that are recommended by several majors and satisfy the General Education requirement in quantitative reasoning for nonmajors and majors alike. In addition, 200-level courses are open to nonmajors who wish to pursue an interest in psychology beyond the introductory level of Psychology 100. These courses are appropriate for students interested in pursuing careers in education, business, and social services who also wish to have a foundation in the understanding of human learning, thinking, development, social interaction, and psychopathology.

FACULTY

Janet E. Davidson, associate professor. Infant and child development, developmental psychopathology, internships.
Brian Detweiler-Bedell, associate professor. Social psychology, statistics.
Jerusha Detweiler-Bedell, associate professor. Clinical and community psychology, health psychology, psychology of gender, internships.
Jennifer LaBounty, assistant professor. Child, adolescent, and adult development; methodology; internships.
Erik L. Nilsen, associate professor. Cognition, methodology, human-computer interaction.
Thomas J. Schoeneman, professor. Personality, abnormal psychology, internships.
Todd Watson, assistant professor. Cognitive neuroscience, brain and behavior, statistics.
Yueping Zhang, associate professor. Physiological psychology, brain and behavior, drugs and behavior, cross-cultural psychology.

100 INTRODUCTION TO PSYCHOLOGY

Davidson, J. Detweiler-Bedell, LaBounty, Nilsen, Schoeneman, Zhang
Content: Principles underlying behavioral development and change, physiological processes that mediate psychological functioning, processes of human perception and cognition, approaches to understanding functional and dysfunctional personality characteristics of individuals, counseling and psychotherapy techniques, application of psychological principles to social phenomena.
Prerequisite: None.
Taught: Each semester, 4 semester credits.

190 CULTURE, FILM, AND PSYCHOLOGY

Zhang
Content: The relationships between culture and human behavior through the lens of film. How cultural forces and transitions shape worldview, individual identity and personality, child development, family structure and dynamics, personal relationships, social perception, other aspects of behavior relevant to psychology. Variety of cultures and cultural influences, theories and methods

in cultural psychology, ways in which culture shapes film and film reflects and shapes culture. Does not count toward major. Credit not available to students who take Psychology 390 (Cross-Cultural Psychology).

Prerequisite: None.

Taught: Annual, summer only, 4 semester credits.

200 STATISTICS I

B. Detweiler-Bedell, Watson

Content: The theory of statistics and designing experiments. Use of distributions, measures of central tendency, variability, correlation, t-tests, simple analysis of variance and nonparametric techniques. Computer applications using SPSS statistical analysis programs and other software.

Prerequisite: Mathematics 055.

Taught: Each semester, 4 semester credits.

220 THINKING, MEMORY, AND PROBLEM SOLVING

Davidson, Nilsen

Content: Application of cognitive theory to decision making and problem solving. Selective perception, memory, contextual effects on decision making, paradoxes in rationality, biases created from problem-solving heuristics, probability and risk assessment, perception of randomness, attribution of causality, group judgments and decisions.

Prerequisite: Psychology 100.

Taught: Each semester, 4 semester credits.

230 INFANT AND CHILD DEVELOPMENT

Davidson, LaBounty

Content: Psychological development in domains including perception, cognition, language, personality, social behavior. How psychological processes evolve and change. Emphasis on infancy and childhood.

Prerequisite: Psychology 100.

Taught: Each semester, 4 semester credits.

240 ABNORMAL PSYCHOLOGY

Schoeneman

Content: Issues in defining abnormality; classification and description of abnormal behaviors; societal reactions to abnormal behavior; theory and research on causes, treatments, and prevention of pathology; major psychopathologies including physical symptoms and stress reactions; anxiety, somatoform, and dissociative disorders; sexual dysfunctions; addictions; sociopathy and other personality disorders; schizophrenia; mood disorders.

Prerequisite: Psychology 100.

Taught: Each semester, 4 semester credits.

260 SOCIAL PSYCHOLOGY

B. Detweiler-Bedell

Content: The effects of social and cognitive processes on the ways individuals perceive, influence, and relate to others. Person perception, the self, prejudice and stereotyping, social identity, attitudes and attitude change, conformity, interpersonal attraction, altruism, aggression, group processes, intergroup conflict.

Prerequisite: Psychology 100.

Taught: Each semester, 4 semester credits.

280 BRAIN AND BEHAVIOR

Watson, Zhang

Content: An examination of how the brain controls and regulates behavior. Basic properties of neurons, neurotransmitters, and the basic anatomy of the nervous system. Emphasis on the brain's role in such functions as sensation, emotion, language, learning and memory, sexual behavior, sleep, and motivation. The biological bases of abnormal conditions, such as affective disorders, amnesia, learning disorders.

Prerequisite: Psychology 100. Not open to students with previous credit in Psychology 350.

Taught: Annually, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Topics not covered in depth in other department courses, or faculty-supervised research projects. Details determined by the student in conference with the supervising faculty member. First-year or sophomore level.

Prerequisite: Consent of instructor.

Taught: As needed, 1-4 semester credits.

300 PSYCHOLOGY METHODOLOGY

LaBounty, Nilsen

Content: Research methodologies and experimental design techniques applied to laboratory investigation of psychological phenomena. Data collected from laboratory studies analyzed statistically and reported in technical lab reports.

Prerequisites: Psychology 100 and 200.

Taught: Each semester, 4 semester credits.

310 COGNITION

Nilsen

Content: Coverage of classical and contemporary research topics in cognition. Discussion of scientific methods used to investigate cognition. Emphasis on memory, reasoning, decision making, and cognitive science. Laboratory sections supplement lectures and readings with computer-based experiments and demonstrations.

Prerequisites: Psychology 100, 200, 220, and 300.

Taught: Annually, 4 semester credits.

311 STATISTICS II

B. Detweiler-Bedell

Content: Continuation of Psychology 200; emphasis on theory and experimental design. Variance, covariance, regression analyses, nonparametrics, and exploratory data analyses using the computer as a tool in psychological research (SPSS statistical analysis programs and PC/Mac packages).

Prerequisite: Psychology 100, 200, 300, or consent of instructor based on statistical experience.

Taught: Alternate years, 4 semester credits.

315 PERCEPTION

Staff

Content: How the anatomy and physiology of sensory systems interact with expectations and prior experiences to allow the brain to perceive the world in an extremely efficient manner. Discussion of scientific methods used to investigate perception. Emphasis on visual processing, but other senses also discussed. Laboratory sections supplement lectures and readings with computer-based experiments and demonstrations.

Prerequisite: Psychology 100, 200, 220, 280, 300, or consent of instructor.

Taught: Annually, 4 semester credits.

330 ADOLESCENT AND ADULT DEVELOPMENT

Davidson, LaBounty

Content: Emerging adulthood and adult development in areas including physiology, perception, cognition, personality, social behavior. How psychological processes evolve and change with age. Emphasis on late adolescence through late adulthood and death.

Prerequisite: Psychology 100, 200, 230, 300, or consent of instructor.

Taught: Annually, 4 semester credits.

340 PERSONALITY THEORY

Schoeneman

Content: Theory and research about human nature, individuality, and the causes and meaning of important psychological differences among individuals. Major theories of personality including psychoanalytic, humanistic, trait, social learning, cognitive perspectives; current topics in personality research.

Prerequisite: Psychology 100, 200, 300, or consent of instructor.

Taught: Annually, 4 semester credits.

345 OVERSEAS INTERNSHIP

Davidson, J. Detweiler-Bedell, Schneider, Schoeneman

Content: Applied field learning experience and exposure to psychologically oriented occupations in Brisbane, Australia. Building human relations skills; becoming acquainted with important human service institutions and their social impact in an environment of socialized health and human services.

Theoretical, cross-cultural, and practical frameworks for interventions.

Prerequisites: Psychology 100, 200, and 300; or Psychology 100 and consent of instructor. Concurrent enrollment in International Studies 240, taught in Australia or England, summers only, or occasionally during semester-long off-campus programs.

Taught: Annually, 4 semester credits. May be taken twice for credit if participating in two programs.

350 PHYSIOLOGICAL PSYCHOLOGY

Zhang

Content: The relationship between basic psychological processes and underlying functions of the nervous system. Biological bases of sensation, perception, motivation, emotion, learning, memory, psychopathology. Laboratory section supplementing lectures and readings with dissection of a sheep brain, computer simulations of neural processes, introduction to use of physiological monitoring equipment with humans.

Prerequisite: Psychology 100, 200, 280, 300, or consent of instructor.

Taught: Annually, 4 semester credits.

360 PSYCHOLOGY OF GENDER

J. Detweiler-Bedell

Content: Theory and data in the psychological development of females, their attitudes, values, behaviors, and self-image. Alternative models for increasing gender role flexibility and allowing all humans to explore their full potential. Research methodology, changing roles, androgyny, gender schema, extent and validity of gender differences. Influence of culture, socialization, and individual differences on women and men. Relationship between the psychology of gender and principles of feminism.

Prerequisite: Psychology 100, 200, 300, or consent of instructor.

Taught: Annually, 4 semester credits.

370 CLINICAL PSYCHOLOGY

J. Detweiler-Bedell

Content: Overview of the science and practice of clinical psychology.*Application of psychological science to psychotherapeutic interventions and clinical assessment. Major theories and techniques of therapeutic assessment and behavior change, including psychodynamic, humanistic, behavioral, cognitive-behavioral, family, group, and time-limited approaches, with emphasis on empirically validated treatments. Logic and methodology of psychotherapy process and outcome research. Ethical issues in therapy and assessment.**Prerequisite:* Psychology 100, 200, 300; Psychology 240; or consent of instructor.*Taught:* Alternate years, 4 semester credits.**375 HEALTH PSYCHOLOGY**

J. Detweiler-Bedell

Content: The interactions of psychology and health, including how thoughts, emotions, and behavior influence health and the effects of health on psychological well-being. Emphasis on how psychological, social, and biological factors interact with and determine the success people have in maintaining their health, getting medical treatment, coping with stress and pain, recovering from serious illness.*Prerequisite:* Psychology 100, 200, 300, or consent of instructor.*Taught:* Annually, 4 semester credits.**380 DRUGS AND BEHAVIOR**

Zhang

Content: An introduction to the principles of psychopharmacology and the effects of psychoactive substances on behavior. The mechanisms of drug action with an emphasis on how drugs affect the brain. Discussion of the social and political aspects of drug abuse.*Prerequisite:* Psychology 100, 200, 300, or consent of instructor.*Taught:* Annually, 4 semester credits.**390 CROSS-CULTURAL PSYCHOLOGY**

Zhang

Content: Relations between culture and human behavior. Examination of topics in psychology from a multicultural, multiethnic perspective, with special emphasis on cultural influence on research methods, self-concept, communication, emotion, social behavior, development, and mental health. Cultural variation, how culture shapes human behavior, and psychological theories and practices in different cultures. Credit not available to students who take Psychology 190.*Prerequisite:* Psychology 100, 200, 300, or consent of instructor.*Taught:* Alternate years, 4 semester credits.**400 ADVANCED TOPICS IN PSYCHOLOGY**

Staff

Content: In-depth understanding of current issues and topics in psychology. Central theoretical, empirical, practical issues of each topic.*Prerequisites:* Psychology 100, 200, 300, or consent of instructor. Psychology courses appropriate for the topic of study.*Taught:* Annually, 4 semester credits. May be taken twice for credit if topics differ.**425 HUMAN-COMPUTER INTERACTION**

Nilsen

Content: Broad survey of human-computer interaction (HCI). Project-based exploration of the processes for creating technologies that expand human capability (functionality) while adapting to the abilities of users (usability). HCI*topics including cognition, perception, personality, learning, motivation, and social, developmental, abnormal, and educational psychology studied from a psychological perspective. Primary source materials from the fields of psychology, computer science, and allied disciplines.**Prerequisite:* Psychology 100, 200, 300, or consent of instructor.*Taught:* Annually, 4 semester credits.**440 SOCIAL CONSTRUCTION OF MADNESS**

Schoeneman

Content: Scrutiny of historical and contemporary Western conceptions of madness. Theoretical position of social constructionism used to understand how professional taxonomies and public stereotypes of insanity are reflections of culture. Analysis of movies, fiction, poetry, drama.*Prerequisite:* Psychology 100, 200, 240, 300, or consent of instructor.*Taught:* Alternate years, 4 semester credits.**445 PSYCHOLOGY INTERNSHIP**

Davidson, J. Detweiler-Bedell, LaBounty, Schoeneman

Content: Applied field learning experience and exposure to psychologically oriented occupations. Building human relations skills; becoming acquainted with important human service institutions and their social impact. Theoretical and practical frameworks for intervention.*Prerequisites:* Junior or senior standing. Psychology 100, 200, 300, or consent of instructor.*Taught:* Each semester, 4 semester credits.**460 COMMUNITY PSYCHOLOGY**

J. Detweiler-Bedell

Content: Community agencies dealing with mental health, homelessness, child abuse, substance abuse, criminal justice, or AIDS. How agencies provide services to diverse populations, including the elderly, adolescents, children, gays, mentally ill, and others. The politics of funding. How grassroots organizations develop and change. Students evaluate how effectively a community agency or organization provides needed services to specific populations.*Prerequisite:* Psychology 100, 200, 300, or consent of instructor.*Taught:* Alternate years, 4 semester credits.**465 ADVANCED TOPICS IN SOCIAL PSYCHOLOGY**

B. Detweiler-Bedell

Content: Advanced undergraduate seminar examining current theoretical and empirical advances in social psychology. Extensive reading and discussion of primary sources focusing on three selected topics: social cognition, social influence, and group relations. Topics may include emotion, social judgment, the self, nonverbal communication, attitude change, advertising and marketing, stereotyping and prejudice, conflict resolution, interpersonal relationships, and group dynamics.*Prerequisite:* Psychology 100, 200, 260, 300, or consent of instructor.*Taught:* Alternate years, 4 semester credits.**490 HONORS THESIS**

Staff

Content: Independent research project suitable for the granting of departmental honors. Details determined by the student in conference with supervising faculty member and honors committee, then approved by department.*Prerequisite:* Psychology 100, 200, 300, or consent of instructor.*Taught:* Each semester, 4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Same as Psychology 299 but requiring work at the junior or senior level.

Prerequisite: Consent of instructor.

Taught: As needed, 1-4 semester credits.

Religious Studies

CHAIR: PAUL POWERS

As part of the wider Lewis & Clark program in the humanities, the academic study of religion provides an opportunity for critical reflection on a key aspect of human culture, tradition, and experience. The extraordinary role religion has played throughout history as well as in contemporary societies provides the backdrop against which this critical inquiry takes place.

The Department of Religious Studies emphasizes the careful use of critical method along with clear and extensive writing as key tools of scholarly endeavor. As in any humanities program, students are encouraged to develop analytical skills that are of value in many graduate schools and professional fields. For students interested in Judeo-Christian origins, Lewis & Clark offers language courses in Greek, which serve as an integral part of their study and are especially important as preparation for upper-level work.

THE MAJOR PROGRAM

The field of religious studies is extremely diverse and thus the religious studies major is designed to give students a broad background in the field. The curriculum is organized in a series of levels:

100 level: Introduction to the academic study of religion.

200 level: Survey courses in four areas.

Area 1: Judeo-Christian origins.

Area 2: History of religions in the West.

Area 3: Islamic traditions.

Area 4: Religions of East Asia and India.

300 level: Special topics including women and religion, modern religious movements, religion and the environment, race and religion.

400 level: Upper-division seminars in biblical studies, Western religious history, Asian religions, and Islamic traditions.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows:

- 1) Four departmental core courses at the 200 level, with at least one from any three of the following four areas: **a)** Judeo-Christian origins. **b)** History of religions in the West. **c)** Islamic traditions. **d)** Religions of East Asia and India.
- 2) Four departmental courses at the 300 or 400 level (in addition to Religious Studies 401). At least one must be a departmental 450-level seminar. A seminar paper from one of these courses taken in the student's senior year (or, with permission, a seminar paper completed in the last semester of the junior year) will be presented to the department at the annual Senior Capstone Retreat.
- 3) Religious Studies 401.
- 4) One elective course from any departmental offering or the following non-departmental alternatives: **a)** Art 101, 111, and 254. **b)** Greek 101, 102, and 201. **c)** History 313 and 324. **d)** Philosophy 201. **e)** Political Science 359. **f)** Sociology/Anthropology 251 and 310.

MINOR REQUIREMENTS

A minimum of 20 semester credits (five courses), distributed as follows:

- 1) Three departmental core courses (200 level), excluding Religious Studies 299.
- 2) Two courses at the 300 or 400 level, excluding Religious Studies 499.
- 3) Religious Studies 401 is highly recommended.

RESOURCES FOR NONMAJORS

All of the department's offerings are open to nonmajors. Preference is given to majors for enrollment in the 401 methods course and 400-level seminars.

Courses at the 100 and 200 levels are designed as introductory or survey courses, and none presumes a background in the field or any personal experience on the part of participants. These courses are designed to introduce not only the subject areas but also the methods of academic inquiry in the field of religion. The 200-level courses are organized in four areas (see above) reflecting the diversity of the world's religious traditions.

The majority of students taking religious studies courses are nonmajors pursuing elective interests. Many, however, are students whose major academic interest is in another field such as art, music, history, philosophy, or sociology, yet who find that some religious studies courses supplement and expand their understanding of their own fields.

FACULTY

Alan Cole, professor. Asian religions, Buddhism, theory.

Robert Kugler, Paul S. Wright Professor of Christian Studies. Judeo-Christian origins, Dead Sea Scrolls, early Jewish literature.

Susanna Morrill, assistant professor. Religion in America.

Paul Powers, associate professor. Islamic studies.

VISITING FACULTY

Sylvia Frankel, visiting instructor. Jewish studies.

101 THEMES IN RELIGIOUS STUDIES

Staff

Content: Introduction to various themes, theories, and methods in the academic study of religion. Selected topics illustrating how religious discourses are formed, develop, and interact with other spheres of human thought and action. Historical, literary, and sociological approaches to a variety of religious phenomena, such as scripture, religious biography, material culture, film, ritual performance.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

222 OLD TESTAMENT

Kugler

Content: Literature of the Old Testament (Hebrew Bible) and the historical, cultural, and political situation from which it came. Modern historical-critical methods used for a deeper appreciation of the Bible's history and its impact on Western heritage. Issues arising from the biblical tradition including feminism, religion and politics, and use of the Bible in religious communities.

Prerequisite: None.

Taught: Annually, 4 semester credits.

223 NEW TESTAMENT

Kugler

Content: Literature of the New Testament and the cultural, social, and political situation of early Christianity. Modern historical-critical methods used to focus on the interaction of early Christianity with its Jewish heritage and the Greco-Roman world into which it moved. Social and religious issues attending the emergence of Christianity including feminism, social class stratification, cultural dislocation, urbanization.

Prerequisite: None.

Taught: Annually, 4 semester credits.

241 RELIGION AND CULTURE OF HINDU INDIA

Cole

Content: Introduction to Hinduism in its Indian cultural context, with focus on theories of sacrifice, fertility, and discipline. Studies in classic Hindu sacred texts, with careful readings of myths of order and productivity. Analysis of reconstructed postcolonial Hinduism. Emphasis on studying religion from a critical and comparative perspective.

Prerequisite: None.

Taught: At least every other year, 4 semester credits.

242 RELIGIONS AND CULTURES OF EAST ASIA

Cole

Content: Chinese and Japanese worldviews. Confucianism, Taoism, Buddhism, Shintoism: their origins, development, interactions. Mutual influence of folk and elite traditions, expansion of Buddhism and its adaptation to different sociopolitical environments, effects of modernization on traditional religious institutions.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

243 BUDDHISM: THEORY, CULTURE, AND PRACTICE

Cole

Content: Development of Buddhism in India and Tibet with emphasis on issues of purity, power, and asceticism as they are portrayed in classic Buddhist texts. Special attention given to Buddhist institutions and their rationales. Buddhist philosophy. Critiques of 20th-century misconceptions of Buddhism.

Prerequisite: None.

Taught: Annually, 4 semester credits.

251 HISTORY AND THOUGHT OF WESTERN RELIGION: MEDIEVAL

Westervelt (History)

Content: Formation and development of Western Christianity from late antiquity through the late medieval period (circa 250 to 1450 C.E.). The relation of popular piety to institutional and high cultural expressions of Christianity. Issues such as Christianity and the late Roman empire, the papacy, monasticism, religious art and architecture, and heresy and hierarchy discussed using theological texts, social histories, popular religious literature.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

253 WITCHES, PROPHETS, AND PREACHERS: RELIGION IN AMERICAN HISTORY TO THE CIVIL WAR

Morrill

Content: Introduction to major themes and movements in American religious history from colonial origins to the Civil War. Consideration of Native American religious traditions, colonial settlement, slavery and slave religion,

revivalism, religion and the revolution, growth of Christian denominationalism, origins of Mormonism, using a comparative approach in the effort to understand diverse movements. Central themes: revival and religious renewal, appropriation of Old Testament language by various groups (Puritans, African Americans, Mormons), democratization of religion.

Prerequisite: None.

Taught: Annually, 4 semester credits.

254 RELIGION IN MODERN AMERICA, 1865 TO PRESENT

Morrill

Content: Impact of religion in modern America from the end of the Civil War to the present day, emphasizing the interaction between America's many religions and emerging American modernity. The fate of "traditional" religion in modern America; "alternate" American religious traditions; urbanization, industrialism, and religion; science, technology, and secularism; evangelicalism, modernism, and fundamentalism; religious bigotry; pluralism; new religions and neofundamentalism.

Prerequisite: None.

Taught: Annually, 4 semester credits.

261 INTRODUCTION TO JUDAISM

Frankel

Content: Classical texts and selected major thinkers of the Jewish tradition. Historical overview of the biblical and rabbinic periods with a look at classic Jewish texts: the Bible, Midrash, the Mishnah, the Gemara, the legal codes, the mystical tradition, and the Responsa literature. Major Jewish thinkers such as Maimonides, Abraham Joshua Heschell, David Hartman.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

273 ISLAMIC ORIGINS

Powers

Content: Exploration of major religious and sociohistorical developments in the Islamic world from circa 600 to 1300 C.E. Focus on the Qur'an, Muhammad, early Islamic expansions and dynasties, and interactions with non-Muslims. Examination of the formation of orthodox beliefs and practices (e.g., theology, ritual, law), contestation over religious ideals and political power, and the emergence of Shi'ite and Sufi Islam.

Prerequisite: None

Taught: Annually, 4 semester credits.

274 ISLAM IN THE MODERN WORLD

Powers

Content: Examination of the religious, social, and political dynamics of the Islamic world, circa 1300 C.E. to present, especially the 19th-21st centuries. Earlier developments (e.g., the Qur'an, Muhammad, Muslim dynasties) considered in relation to the modern context. Major themes: European colonialism, postcolonial change, reform and "fundamentalist" movements, Sufism, Muslim views of "modernity," and changing understandings of politics, gender, and relations with non-Muslims.

Prerequisite: None

Taught: Annually, 4 semester credits.

299 INDEPENDENT STUDY

Cole, Kugler, Morrill, Powers

Content: Individual study directed by selected faculty. Determined in consultation with faculty, study focuses on bibliographic development and analysis of the literature on a topic otherwise not covered in depth in the curriculum.

Major paper required.

Prerequisite: Consent of instructor.

Taught: Annually, 4 semester credits.

330 JESUS: HISTORY, MYTH, AND MYSTERY

Kugler

Content: Survey of the history of Christian appropriations of Jesus through the centuries, ending with the contemporary search for the historical Jesus and its pop culture congeners. A case study in the appropriation of a classical religious figure. Gospel records; evidence of other ancient sources, including noncanonical gospels; early Christian writings; Western Christian appropriations of Jesus; and Jesus in modern film and literature.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

340 WOMEN IN AMERICAN RELIGIOUS HISTORY

Morrill

Content: Women's experience of religion in America from the colonial era to the present. The relationship between gender and religious beliefs and practices. Religion as means of oppression and liberation of women. Relations of lay women and male clergy. Women religious leaders. Diverse movements and cultures including Native American, colonial society, immigrant communities, and radical religionists from Anne Hutchinson to Mary Daly.

Prerequisite: Religious Studies 253 or 254 recommended.

Taught: Alternate years, 4 semester credits.

354 EARLY MAHAYANA BUDDHISM

Cole

Content: An examination of the groundbreaking texts of early Mahayana Buddhism—their literary forms, thematic preferences, and polemical agendas. Investigation of new attitudes toward traditional sites of power as found in the Buddha's relics and the monastic sites.

Prerequisite: Religious Studies 243 or consent of instructor.

Taught: Annually, 4 semester credits.

355 SUFISM: ISLAMIC MYSTICISM

Powers

Content: An exploration of the historical roots and branches of Sufi Islam, including the search for the “inner meaning” of the Qur'an, complex metaphysical formulations, ascetic assertions, meditation practices, devotional ruminations on love, and Sufi poetry and music. Discussion of the important role of Sufism in the spread of Islam. Muslim critiques of Sufism and Sufi responses.

Prerequisite: Religious Studies 273 or consent of instructor.

Taught: Alternate years, 4 semester credits.

373 THE REFORMATION IN SOCIAL PERSPECTIVE

Westervelt (History)

Content: A historical perspective on the various religious movements, collectively known as the Protestant Reformation, that marked Europe's transition from the medieval to the early modern period (circa 1400 to 1600). Review of medieval religious patterns. The status of Catholic institutions and ideas in

crises of the late medieval period, the theologies of Luther and Calvin, radical movements, the political background of the Reformation, and Catholic responses to Protestantism. Readings and discussions concentrate on recent social historiography of the Reformation. Popular appeal of Protestant religiosity, social implications of Calvinism, roles of women in the Reformation, family patterns and the Reformation, class structure and competing religious cultures, Catholicism and rural society.

Prerequisite: Religious Studies 251 or consent of instructor.

Taught: Alternate years, 4 semester credits.

376 RELIGIOUS FUNDAMENTALISM

Powers

Content: Exploration of the perceptions and realities of religious resurgence in a supposedly secularizing world. Focus on the historical, theological, social, and political aspects of Christian and Islamic fundamentalism. Themes include secularization theories and their critics, changing understandings of religion and modernity, connections among religion, politics, violence, sexuality/gender, and identity.

Prerequisite: Religious Studies 254 or 274, or consent of instructor.

Taught: Alternate years, 4 semester credits.

401 METHODS IN THE STUDY OF RELIGION

Cole, Kugler, Morrill, Powers

Content: Psychological, literary, sociological, and historical approaches to the study of religion. Readings by major theorists in the field. Practice in research methods, analysis, and interpretation. Should normally be taken in junior year.

Prerequisite: Junior standing in religious studies.

Taught: Annually, 4 semester credits.

DEPARTMENTAL SEMINARS

To give students opportunities to explore the three major areas of the departmental curriculum in depth, seminars are offered each year in Biblical Studies, Theology and History, and World Religions. Specific content of the seminars changes from year to year. The following are among those offered during recent academic years.

450 SEMINAR IN BIBLICAL STUDIES: SOCIAL AND RELIGIOUS WORLD OF EARLY JUDAISM AND CHRISTIANITY

Kugler

Content: Recent research into the relationship between the social setting of early Judaism and Christianity and the texts both religions produced. Special attention to the sociohistorical aspects of selected regional expressions of Judaism and Christianity (e.g., Asia Minor, Palestine, Egypt). Readings from the Dead Sea Scrolls, Jewish pseudepigrapha, the New Testament, and other early Christian literature. Emphasis on original student research.

Prerequisite: Religious Studies 222, 223, or 230, or consent of instructor.

Taught: Alternate years, 4 semester credits.

451 SEMINAR IN AMERICAN RELIGION: THEOLOGY, AMERICAN STYLE

Morrill

Content: An exploration of major trends in American theology from the Puritans to the feminist and liberation theologies of the 20th century. Intensive reading of works by major American theologians including Jonathan Edwards, Charles Finney, Reinhold Niebuhr, James Cone, Mary Daly.

Prerequisite: Religious Studies 253 or 254, or consent of instructor.

Taught: Alternate years, 4 semester credits.

452 SEMINAR IN ASIAN RELIGIONS

Cole

Content: Advanced interdisciplinary seminar on the matrix of religion, politics, and literature with a focus on Asian theories of pleasure, power, and sanctity. Comparative analysis of notions of self-identity, the body, and perfection through investigation of myth and ritual.

Prerequisite: Religious Studies 242 or consent of instructor.

Taught: Annually, 4 semester credits. With instructor consent, may be taken twice for credit.

453 SEMINAR IN ISLAMIC STUDIES: ISLAMIC LAW IN COMPARATIVE PERSPECTIVE

Powers

Content: An exploration of the religio-legal traditions of Islam, the efforts to develop a comprehensive set of behavior guides derived from the Qur'an, the exemplary behavior of the Prophet, and other sources. Topics include legal history from the first Islamic centuries through the medieval period and recent efforts at modernization and reform; the formation of the major schools of law; legal theory and methods for deriving rules from sacred texts; the rules of ritual, civil, and criminal law; political theory; adjudication and court procedure; Islamic law and the colonial encounter; legal expressions of gender roles; historical case studies; attitudes toward law among Muslim mystics, "fundamentalists," and progressives. Wider exploration of the interaction of law and religion and the idea of rights, duties, and ethics in Islamic and other religio-legal cultures.

Prerequisite: Religious Studies 273 or consent of instructor.

Taught: Alternate years, 4 semester credits.

455 THEMES IN HISTORY OF RELIGIONS

Cole, Kugler, Morrill, Powers

Content: Study of a selected theme in religious studies and the history of religions (e.g., interiority; construction of the self; notions of the sacred; scripture; development of tradition) from diverse theoretical and methodological perspectives.

Prerequisite: Completion of a religious studies course at the 200 level or higher.

Taught: Alternate years, 4 semester credits.

499 INDEPENDENT STUDY

Cole, Kugler, Morrill, Powers

Content: Individual study directed by selected faculty. Determined in consultation with faculty, study focuses on primary research, methodological concerns, and bibliography on a topic of mutual interest to the student and faculty director. Major paper required.

Prerequisite: Consent of instructor.

Taught: Annually, 4 semester credits.

Sociology and Anthropology

CHAIR: BRUCE PODOBNIK

The disciplines of sociology and anthropology share common philosophical roots and concern for the social and cultural conditions of human life, although the two fields have developed independently over the last century. Historically, sociology dwelt more on the modernizing world, while anthropology focused on nonindustrial societies. Such distinctions of subject matter no longer prevail, and the line between sociology and sociocultural anthropology today is neither firm nor fixed.

The Department of Sociology and Anthropology builds on the overlapping concerns and distinctive strengths of sociology and anthropology. Instead of

maintaining separate curricula in the two fields, the department has developed a single curriculum dedicated to providing solid preparation in social theories and qualitative and quantitative methodologies. The department is strongly committed to teaching a variety of methodological perspectives including ethnographic fieldwork and interviewing; survey research techniques; texts, discourse, and the practices of representation; computer-mediated modes of inquiry; and historical methods. This methodological pluralism is in keeping with recent trends in both disciplines.

The department's curriculum stresses the relationship between cultural formations and social structures set in sociohistorical context. Among the areas of emphasis in the department are the study of inequality and difference by race, gender, class, and region. Sociology and anthropology courses in the department draw heavily on cross-cultural examples. Majors must take at least one departmental course of intensive study of a cultural region outside the United States. Students are encouraged, though not required, to participate in an overseas program. In addition to providing classroom study, the department provides majors and nonmajors opportunities to conduct field research in the Portland area, elsewhere in the United States, and abroad. All majors complete senior theses, many based on overseas work or local field research.

THE MAJOR PROGRAM

The department curriculum leads to a joint major in sociology and anthropology. Students with particular interests in either anthropology or sociology may weight their electives toward the field of their choice.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows:

- 1) An introductory course: Sociology/Anthropology 100 or 110.
- 2) Two methodology courses: Sociology/Anthropology 200 and 201. Students may substitute Communication 260, Economics 103, Psychology 200, Political Science 210, or Mathematics 105 for Sociology/Anthropology 201.
- 3) A social theory course: Sociology/Anthropology 300 (offered fall semester each year).
- 4) One 200-level course on a culture area, selected from Sociology/Anthropology 261, 266, 272, 273, 275, 280, 281, 285, and 291.
- 5) Four topics courses, including at least two at the 300 level. For one—and only one—200-level topics course, students may substitute a 4-semester-credit course from the following list: Sociology/Anthropology 244, 299, 444, or 499.
- 6) Senior thesis: Sociology/Anthropology 400.

PRACTICUM PROGRAM

The practicum in the Department of Sociology and Anthropology, formerly referred to as community internship, is open to nonmajors and majors. Students enrolled in this program select placement from a variety of community organizations and social agencies. This experience allows students to test their sociological and anthropological understanding by applying it to the world around them.

While the program is not designed to find employment for students after graduation, many students do find opportunities to continue with the internship or with similar agencies. For many students, the practicum also becomes a testing ground for their suitability for a particular profession. A wide variety of student placements are available. Recent placements include city government, district attorney's office, prisons, hospitals, community centers, schools, counseling centers, and social welfare agencies. For a full description of the program, consult the department.

HONORS

The sociology/anthropology honors program encourages outstanding students to pursue in-depth independent study in an area of their interest. Students with a 3.500 GPA both in the department and overall may be considered for honors at the beginning of the first semester of the senior year. Final determination rests on department faculty members' evaluation of the completed thesis. Theses considered for honors must be reviewed by at least two faculty from the department. Students whose projects are deemed worthy by all reviewing faculty members are granted honors on graduation.

RESOURCES FOR NONMAJORS

The sociology/anthropology faculty see their charge as being broader than training professional sociologists and anthropologists. The department is committed to the idea that sociological and anthropological perspectives on the world are a vital part of a liberal education. Students majoring in disciplines ranging from the arts and humanities to the natural sciences find sociology and anthropology to be an illuminating complement to their major fields of study. The sociology/anthropology curriculum accommodates the varied interests of all Lewis & Clark students.

FACULTY

Linda Isako Angst, assistant professor of anthropology. Japan; Okinawa and the Pacific War; gender, ethnicity, and national identity; memory and politics of representation; anthropology of violence; the politics of fieldwork.

Modhurima DasGupta, assistant professor of sociology. Social inequality; development; race and ethnicity; sociology of law; gender; South Asia.

Robert Goldman, professor of sociology. Social theory, cultural studies (advertising, news, television), production and consumption, class relations, modernity, postmodernity.

Deborah Heath, associate professor of anthropology. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation.

Jennifer Hubbert, assistant professor of anthropology. Public/popular culture and national identity, globalization, visual representation, political economy of culture and power, youth culture, China.

Oren Kosansky, assistant professor of anthropology. Political economy of religious experience, postcolonial nationalism and diaspora, textual culture, Morocco.

Timothy M. Mechlinski, assistant professor of sociology. Africa, development and social change, migration and border studies, research methods, gender in the Third World, transportation.

Bruce M. Podobnik, associate professor of sociology. Environmental sociology, quantitative methods, comparative revolutions, labor sociology.

100 INTRODUCTION TO SOCIOLOGY

DasGupta, Goldman, Podobnik

Content: Sociological ways of looking at the world: how society is organized and operates; the relationship between social institutions and the individual; sources of conformity and conflict; the nature of social change.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

110 INTRODUCTION TO CULTURAL ANTHROPOLOGY

Angst, Heath, Hubbert, Kosansky

Content: The concept of culture and its use in exploring systems of meanings and values through which people orient and interpret their experience. The nature of ethnographic writing and interpretation.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

200 QUALITATIVE RESEARCH METHODS

Angst, Heath, Hubbert, Kosansky, Mechlinski

Content: The philosophical roots of social science research, nature of research materials in the social sciences, issues involved in their collection and interpretation. Ethical dimensions of research. Ethnographic methods including participant observation, interviewing, careful attention to language.

Application of these methods in research projects in the local community.

Prerequisites: Sociology/Anthropology 100 or 110, or an introductory-level course in communication. Sophomore standing. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Annually (in alternate years, once each semester), 4 semester credits.

201 QUANTITATIVE RESEARCH METHODS

Mechlinski, Podobnik

Content: The survey research process, including hypothesis formation and testing, research design, construction and application of random sampling procedures, measurement validity and reliability, data analysis and interpretation. Philosophical roots and ethical considerations of survey research methods.

Prerequisites: Sociology/Anthropology 100 or 110. Sophomore standing. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Annually (in alternate years, once each semester), 4 semester credits.

221 SOCIOLOGY OF WORK, LEISURE, AND CONSUMPTION

Goldman

Content: Historical, cultural, and organizational overview of work relations in the context of political economic systems. How technological change is related to the social organization of production relations. How work life influences relationships of authority and freedom in society. Changes in production relations related to daily life, consumption relations, and the meanings and experiences of leisure.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

222 CITY AND SOCIETY

Goldman, Podobnik

Content: The nature of urban social life. Studies ranging from the United States and Europe to the Third World. The complementarity of ethnographic studies and of larger-scale perspectives that situate cities in relation to one another, to rural peripheries, and to global political-economic processes.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

225 RACE AND ETHNICITY IN GLOBAL PERSPECTIVE

DasGupta

Content: Sociological and anthropological analysis of how the notions of racial and ethnic groups, nations and nationalities, indigenous and nonindigenous groups, and states and citizenships have evolved cross-culturally. How they might be reconfiguring in the present context of economic globalization, mass migrations, and diasporic formations. Causes and consequences of the recent resurgence of ethnicity and the content, scope, and proposals of ethnic movements.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Annually, 4 semester credits.

226 LAW AND SOCIETY

DasGupta

Content: A comparative introduction to the relationship between law and society, as well as to several different sociological approaches to the law. Addresses both classical (Weber, Marx) and contemporary (e.g., Dworkin, MacKinnon) theoretical approaches, including critical legal studies. Case studies of landmark rulings, with particular attention to the Civil Rights movement, women's rights, and so on. Key questions include the following: How do individuals experience law? What is the relationship between social activism and rights protection? Can courts bring about social change?

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

227 RADICAL SOCIAL MOVEMENTS

Podobnik

Content: Investigation of radical social movements that have struggled to change modern society, including anarchists, revolutionaries, terrorists, right-wing groups, and others. Introduction to the structuralist approach, resource mobilization theory, the social-network approach, and analyses that emphasize processes of framing and identity formation.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

228 CLASS, POWER, AND SOCIETY

Goldman, Podobnik

Content: The development of class structures and contemporary structures of classes and class relations. Classical and contemporary theories of class and inequality. Interrelationships of class, status, power, gender. Formerly Sociology/Anthropology 320.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

240 THE FAMILY IN CROSS-CULTURAL PERSPECTIVE

Staff

Content: Kinship and descent: critical assessment of these organizing principles for the self and social relations in society. The family's theoretical "core"; conjugal, extended, and recombinant families. Recent feminist scholarship on the relationship between gender and kinship studies. Cross-cultural perspective on

changing patterns in the family structure. The relationship between labor and changing family roles for men, women, and children.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

244 PRACTICUM

Staff

Content: Community-based experience combined with bibliographic exploration of relevant literatures. With the help of a faculty advisor, students select placement from a variety of community organizations, shelters, and social agencies. Writing reflects field experiences in the context of literature reviews.

Prerequisites: Sociology/Anthropology 100 or 110. Consent of instructor.

Taught: Each semester, 1-4 semester credits.

245 VISUAL ANTHROPOLOGY

Hubbert

Content: Representation in the study of culture. Explore and evaluate different genres of visual representation, including museums, theme parks, films, television, and photographic exhibitions as modes of anthropological analysis. Topics include the ethics of observation, the politics of artifact collection and display, the dilemmas of tourism, the role of consumption in constructing visual meaning, and the challenge of interpreting indigenously produced visual depictions of self and other.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

249 THE POLITICAL ECONOMY OF FOOD

Goldman

Content: Situating food at the intersection of political economy, society, and culture, an exploration of how food is produced and consumed. Topics include the relationships between society and agricultural forms; technologies of food production and ecological impacts; commodity chains and the industrialization of foods; food inequality and hunger; food and the body (e.g., diets, health, obesity, anorexia, fast food vs. slow food, farmer's markets vs. supermarkets); and cultures of food—from personal identity to ethnic identity to cuisine tourism to utopian visions

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

251 MYTH, RITUAL, AND SYMBOL

Angst, Kosansky

Content: Anthropological approaches to the study of myth, ritual, and symbol. The nature of myth and ritual in a variety of cultures, including the United States. Introduction to analytical approaches to myth, ritual, and symbolic forms including functionalism, structuralism, psychoanalysis, interpretive and performative approaches.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

254 THE SOCIAL LIFE OF MONEY AND EXCHANGE

Kosansky

Content: An introduction to classical and contemporary perspectives about the relationship between the economy and society. How people act within the social and cultural context around them when negotiating their way through labor markets, exchanging goods, buying and selling, and calculating self-interest. Key topics include rationality, embeddedness, networks, markets and exchange systems, institutions, and social capital.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

255 MEDICINE, HEALING, AND CULTURE

Heath

Content: Culturally patterned ways of dealing with misfortune, sickness, and death. Ideas of health and personhood, systems of diagnosis and explanation, techniques of healing ranging from treatment of physical symptoms to metaphysical approaches such as shamanism and faith healing. Non-Western and Western traditions.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

261 GENDER AND SEXUALITY IN LATIN AMERICA

Staff

Content: Exploration of gender and sexuality in Latin America through an anthropological lens. Ethnographic and theoretical texts—including testimonial and film material—dealing with the different gender experiences of indigenous and nonindigenous peoples, lowland jungle hunter-gatherers, highland peasants, urban dwellers, and transnational migrants.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

266 LATIN AMERICA IN CULTURAL PERSPECTIVE

Podobnik

Content: Introduction to the cultures of Latin America, including highland and rain forest indigenous peoples, the African diaspora, and border studies. The role of hybridity in religion and ritual, political expression, class consciousness, cultural identities. Emphasis on gender issues. Use of ethnographic and historical readings, film, music, literature.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Annually, 4 semester credits.

270 CULTURAL POLITICS IN EAST ASIA

Hubbert

Content: Ethnographic analysis of the role of the state and the political economy in cultural and social change in East Asia (China, Japan, South Korea). Comparative examination of shared cultural and historical legacies as well as diverse contemporary experiences. Draws upon classic ethnographic texts, Internet sites, personal memoirs, documentaries. Topics may include nationalism, family, class, religion, globalization.

Prerequisite: None.

Taught: Annually, 4 semester credits.

273 JAPANESE CULTURE: GENDER AND IDENTITY

Angst

Content: Historical and ethnographic approaches to the study of Japanese culture and what it means to be Japanese, with a specific focus on gender roles. Various contexts for presentation and negotiation of maleness and femaleness within Japanese culture, and implications of gender definitions for larger social systems such as family, work, nation.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

274 CHINESE CULTURE THROUGH FILM

Hubbert

Content: Chinese feature films as a contemporary ethnographic source of political and cultural expression and critique. Exploration of change in late 20th- and early 21st-century China. Particular attention paid to the effects of the political economy on changing family, gender, labor, class, ethnicity, and youth culture formations.

Prerequisite: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Annually, 4 semester credits.

275 AFRICA IN SOCIAL AND CULTURAL PERSPECTIVE

Mechlinski

Content: The diverse peoples of Africa from precolonial times to the present day. Comparisons of religion and aesthetic expression based on political, economic, and social organization. Historical and ethnographic readings challenging the stereotypical view of a continent of isolated, unchanging tribes. Processes such as migration, trade, conquest, and state formation that have brought African societies into contact with one another and with other continents since prehistoric times.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

280 GENDER IN ASIA

Angst, DasGupta, Hubbert

Content: Exploration of shifting meanings of masculinities and femininities in Asia. Texts incorporating personal memoir, classic ethnography, film, and contemporary media. Topics may include issues of gender and nationalism, body modification, widow sacrifice, foot-binding, sexual violence, hijras, and the politics of pleasure. Various regions of Asia will be discussed individually, comparatively, and within a broader global context.

Prerequisite: None.

Taught: Annually, 4 semester credits.

281 INDIA IN SOCIOLOGICAL PERSPECTIVE

DasGupta

Content: Nature of social life and sources of meaning for people in India as revealed through writings of social scientists and novelists. Caste and family, religion, language, region, community. Forces for change considered throughout.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

285 CULTURE AND POWER IN THE MIDDLE EAST

Kosansky

Content: Introduction to the anthropology of the Middle East and North Africa, with an emphasis on the relationship between global and local forms of social hierarchy and cultural power. Topics include tribalism, ethnicity, colonialism, nationalism, gender, religious practices, migration, the politics of identity.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Annually, 4 semester credits.

291 CARIBBEAN CULTURES

Heath

Content: Political economy and social consequences of the trans-Atlantic slave trade. Social and cultural forms arising from the plantation economy and from contact between Africans and Native Americans within communities of maroons, escaped slaves. The reciprocal influence of African and American cultures in music, religion, and material culture. African American cultures of Latin America and the Caribbean.

Prerequisite: Sociology/Anthropology 100 or 110, and sophomore standing; or consent of instructor.

Taught: Alternate years, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Independent reading and/or research in an area other than the normal course offerings of the department.

Prerequisite: Consent of department.

Taught: Each semester, 1-4 semester credits.

300 SOCIAL THEORY

Goldman

Content: Classical origins of general methods, theories, and critical issues in contemporary social science and social thought. Early market-based social theories of Hobbes and Locke, Enlightenment social theorists such as Rousseau and Montesquieu, Burke's critique of the Enlightenment, Hegel's dialectical critique. "Classical" social theories of Marx, Durkheim, and Weber. Twentieth-century paradigms such as symbolic interaction, structuralism, critical theory, contemporary feminist theories.

Prerequisite: Sociology/Anthropology 100 or 110, one 200-level sociology/anthropology course, and sophomore standing; or consent of instructor. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Annually, 4 semester credits.

305 ENVIRONMENTAL SOCIOLOGY

Podobnik

Content: Exploration of research traditions and debates in the field of environmental sociology. How contemporary patterns of industrial production, urbanization, and consumption intensify ecological problems; why harmful effects of pollution disproportionately impact disadvantaged groups; what kinds of social movements have mobilized to protect ecosystems and human communities from environmental degradation. Introduction to basic concepts from urban sociology, theories of social inequality, environmental justice topics, social movements research.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

310 RELIGION IN SOCIETY

Kosansky

Content: Religion in its social, cultural, and historical dimensions explored in light of classical theories in the sociology and anthropology of religion. Marx, Weber, Durkheim, Freud, more recent phenomenologists. How religion defines personal and group identity. How religion contributes to social stability and serves as an agent of social change.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology or Religious Studies courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

314 SOCIAL CHANGE

Goldman, Mechlinski, Podobnik

Content: Social change from the social movements perspective; contradictions and crises generated between prevailing institutional forces and cultural formations; world systems models. Diasporas and migration, market forces, environmental relations, science and technology, development issues in the southern hemisphere.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

324 ANTHROPOLOGY OF VIOLENCE

Angst

Content: An upper-level introduction to the anthropology of violence, including recent literature in the field as well as classical examples of the study of violence by anthropologists. Questions of control, responsibility/accountability, public-/private-sphere boundaries, ritual/symbolic meanings. Topics include possible biological bases of aggression; symbolic enactment of violence; nationalism and militarism; the politics of gender, race, class, and ethnic identity; state violence; human rights.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

340 POLITICS AND SOCIETY

Podobnik

Content: The structures and interrelationships of power, the state, and their relationship to civil society. Studies of state-building, community and national power, elites, the public sphere, and social movements of the left and right examined in light of classical and contemporary theories of the state.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

342 POWER AND RESISTANCE

Hubbert, Podobnik

Content: Examination of contestations between social movements, corporations, and political institutions. Case studies drawn from diverse periods of history and regions of the world. Approaches include comparative-historical methods, social movements research, social network theory.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

350 GLOBAL INEQUALITY

DasGupta, Podobnik

Content: Issues in the relationships between First World and Third World societies, including colonialism and transnational corporations, food and hunger, women's roles in development. Approaches to overcoming problems of global inequality.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Annually, 4 semester credits.

352 WOMEN IN DEVELOPING COUNTRIES

DasGupta

Content: The roles of women in developing societies. Issues of power, politics, economics, family, and health. The unequal burden borne by women and the impact of gender equality in the developing world. Countries examined from Asia, Latin America, Africa.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

353 POPULAR CULTURE/PUBLIC PROTEST: CHINA

Hubbert

Content: Popular and mass culture and public protest in Maoist and contemporary China explored through lens of classic and contemporary anthropological and cultural studies theory. Particular attention paid to changing relations between state and society. Topics may include Cultural Revolution and 1989 democracy youth movements, popular music, material culture, changing media forms, environmental protests.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Annually, 4 semester credits.

356 NATIONALISM AND IDENTITY: JAPAN

Angst

Content: Examination of the classic literature on the rise of nationalism and study of modern Japan as the non-Western example par excellence of modern nation-building at the end of the 19th century. Questions about how Japan fits and departs from the Western model of nation-state formation. Examination of the historical production of official narratives of national identity through violent and nonviolent "assimilation" processes of culturally distinct minority groups, as well as forms of resistance by those groups. Issues of center and periphery, and "civilization" and frontier in the processes of making modern state and citizen, and their implications for contemporary Japanese identity.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

370 AMERICAN ADVERTISING AND THE SCIENCE OF SIGNS

Goldman

Content: Advertising as a core institution in producing commodity culture in the United States. Meaning and language of photographic images. History and theory of U.S. commodity culture. Methods of encoding and decoding in print and television ads. How mass-mediated images condition the ideological construction of gender relations in society.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

375 FROM MODERNITY TO POSTMODERNITY

Goldman

Content: Mapping the world-historical changes in social, economic, and cultural organization that theorists call postmodernity. The transition from modernity to postmodernity; transformations in the political economy of technoscience and the information society; development of a society of the spectacle; shifting conceptions of identity and agency; relations of time, space, and commodification in the era of global capitalism. May include Antonio Gramsci, Walter Benjamin, Stuart Hall, Michael Foucault, Manuel Castells, Zygmunt Bauman, Judith Butler, Guy Debord, Jean Baudrillard, Donna Haraway, David Harvey, Paul Virilio, Celeste Olaquiaga.

Prerequisite: Sociology/Anthropology 300; and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

377 POSTCOLONIAL IDENTITY IN LATIN AMERICA

Staff

Content: The politically and historically vital issues of identity in Latin America, including ethnicity, nationalism, and gender. Theoretical tools for understanding these issues in other contexts. Through theoretical essays, ethnography, primary documents, and films and novels by Latin Americans exploring identity issues, the critical skills to analyze postcoloniality, subject formation, and processes of political organizing around "strategic essentialisms." The multiple forms of resistance, accommodation, and hybridization that accompany the meetings of many worlds on the terrain of the Americas.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Annually, 4 semester hours.

390 CYBORG ANTHROPOLOGY

Heath

Content: Cultural practices surrounding the production and consumption of technoscientific and biomedical knowledge. Articulation between different constituencies, both inside and outside the scientific community, and the asymmetries that shape their relations. Heterogeneity of science, including contrasts between disciplinary subcultures and different national traditions of inquiry. Political economy of science, including the allocation of material and symbolic resources. Networks of associations that link human and nonhuman allies, such as medical prosthesis, robotics, information. Representation of science and technology in popular culture.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

395 ANTHROPOLOGY OF THE BODY

Heath

Content: Examination of the body in society. How bodies are the loci of race, class, and gender. The body as a way of examining health and healing, symbols and politics, discipline and resistance. Social and ritual functions of reproduction (including new technologies) and of adornment, scarification, other forms of bodily decoration in classic and contemporary literature, film, dance. Formerly Sociology/Anthropology 295.

Prerequisite: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

400 SENIOR SEMINAR AND THESIS

Staff

Content: Advanced readings and major works in sociology and anthropology. In consultation with faculty, selection of a thesis topic; further reading in the disciplines and/or field research in the local area. Substantial written document demonstrating mastery of theory and methodology and the ability to integrate these into the thesis topic.

Prerequisite: Sociology/Anthropology 200, 201, 300, and senior standing; or consent of instructor.

Taught: Each semester, 4 semester credits.

444 PRACTICUM

Staff

Content: Same as Sociology/Anthropology 244 but requiring more advanced work.

Prerequisites: Junior standing. Consent of instructor.

Taught: Each semester, 1-4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Advanced-level independent reading and/or research in an area other than the normal course offerings of the department.

Prerequisites: Junior standing. Consent of department.

Taught: Each semester, 1-4 semester credits.

Theatre

CHAIR: STEPHEN WEEKS

The Department of Theatre offers study in dramatic literature, theatre history, acting, directing, playwriting, design, technical theatre, and dance. Theatre students are required to participate broadly in the curriculum. The department maintains an active production program, which includes Main Stage productions (one each semester), one-act festivals in the Black Box theatre, late-night theatre, and dance performances. Theatre study at Lewis & Clark encourages excellence in all aspects of performance—both in front of and behind the scenes—combined with an understanding of the aesthetic, social, philosophical, and historical underpinnings of the art form. The department's goal is to educate artist-scholars who are well-rounded, well-trained, and intellectually informed. We see theatre and dance as integral parts of the liberal arts; our curriculum is designed to prepare broadly educated individuals for leadership roles in the arts and in society at large.

Our production program offers opportunities for student directors, designers, choreographers, dramaturgs, and playwrights, as well as student actors.

The spring one-act festival, for example, normally consists of plays written, directed, acted, and designed by students. Opportunities for playwriting and choreography are available through formal classes, independent study, and the production program. Student dramaturgs assist with Main Stage productions. Main Stage theatre and dance performances are directed by faculty members and visiting artists. Plays are chosen for their contribution to theatre studies and to the life of Lewis & Clark, as well as for their responsiveness to issues of concern, either on campus or in society. Participation in our productions is open to the entire campus, and the department endorses a policy of color-blind casting.

Off-campus programs emphasizing theatre, art, and music are held annually in New York and biennially in London. The New York program includes internships at institutions such as the Atlantic Theatre Company, Lincoln Center, and the Acting Company.

Lewis & Clark students are encouraged to take advantage of the many opportunities to see professional theatre and dance in Portland. Internships with some Portland theatres are available.

Dance students will develop technical skills in conjunction with the study of aesthetics, history, and criticism. They will have the opportunity to perform in faculty- and student-choreographed work. In addition, they will have the opportunity to participate in the annual Northwest Regional American College Dance Festival during spring semester. Student choreography can be presented for adjudication at the festival, which offers classes, workshops, and performances over four days.

Students majoring in theatre or minoring in theatre or dance must fulfill Lewis & Clark's creative arts requirement outside the department—in art, creative writing, or music—and are strongly urged to pursue further studies in other areas of the arts.

THE MAJOR PROGRAM

Students interested in a theatre major are encouraged to participate in theatre department courses or activities in their first year and to consult with a member of the theatre faculty. Students should declare the theatre major by the end of the sophomore year.

The theatre department offers a balanced major that gives students flexibility in determining an area of emphasis. All theatre majors are required to take courses in dramatic literature and theatre history, theatre theory, performance, design, and dance or movement. Students majoring in theatre must choose a concentration in dramatic literature/theatre history, performance, or design/technical theatre.

Senior majors complete a thesis project that is the culmination of their studies in theatre. This project may be based either in performance or research.

MAJOR REQUIREMENTS: CONCENTRATION IN LITERATURE/THEATRE HISTORY

A minimum of 44 semester credits, distributed as follows:

- 1) Sixteen semester credits in dramatic literature/theatre history. Four semester credits in premodern drama: Theatre 281 or 282; 4 semester credits in American drama: Theatre 382; and 8 semester credits chosen from Theatre 283, 381, or 385.
- 2) Sixteen semester credits in performance and design. Twelve semester credits in performance chosen from Theatre 113, 213, 275, 301, 313, 356, or 351-353; 4 semester credits in design chosen from Theatre 104, 218, 220, 234, 333, or 334.
- 3) Four semester credits in theatre and performance theory: Theatre 340.
- 4) Two semester credits in dance chosen from Theatre 106, 107, 108, 207, 208, 209, 214, 308, or 350.
- 5) Two semester credits in theatre laboratory: Theatre 110.
- 6) Four semester credits in the capstone course: Theatre 450.

MAJOR REQUIREMENTS: CONCENTRATION IN PERFORMANCE

A minimum of 44 semester credits, distributed as follows:

- 1) Sixteen semester credits in performance chosen from Theatre 113, 213, 275, 301, 313, 356, or 351-353.
- 2) Twelve semester credits in dramatic literature/theatre history. Four semester credits in premodern drama: Theatre 281 or 282; 4 semester credits in

American drama: Theatre 382; and 4 semester credits chosen from Theatre 283, 381, or 385.

- 3) Four semester credits in design chosen from Theatre 104, 218, 220, 234, 333, or 334.
- 4) Four semester credits in theatre and performance theory: Theatre 340.
- 5) Two semester credits in dance chosen from Theatre 106, 107, 108, 207, 208, 209, 214, 308, or 350.
- 6) Two semester credits in theatre laboratory to be completed by the end of the junior year: Theatre 110.
- 7) Four semester credits in the capstone course: Theatre 450.

MAJOR REQUIREMENTS: CONCENTRATION IN DESIGN/TECHNICAL THEATRE

A minimum of 44 credits, distributed as follows:

- 1) Sixteen semester credits in design/technical theatre. Theatre 220 is required. Remaining credits may be chosen from Theatre 104, 110 (for repeat credit), 212, 218, 234, 246, 333, and 334.
- 2) Twelve semester credits total in dramatic literature and theatre history: 4 semester credits in premodern drama, Theatre 281 or 282; 4 semester credits in American drama, Theatre 382; and 4 semester credits chosen from Theatre 283, 381, and 385.
- 3) Four semester credits in performance chosen from Theatre 113, 275, and 351 (acting only).
- 4) Four semester credits in theatre history and theory: Theatre 110.
- 5) Two semester credits in dance chosen from Theatre 106, 107, 108, 207, 208, 209, 214, 308, and 350.
- 6) Two semester credits in theatre laboratory: Theatre 110.
- 7) Four semester credits in the capstone course Theatre 450.

THE MINOR PROGRAM

The theatre department offers two minor programs, one that focuses on theatre studies and one that focuses on dance studies. As an integral part of a performing arts program, the dance minor requires courses in dance and theatre.

MINOR REQUIREMENTS: CONCENTRATION IN THEATRE STUDIES

A minimum of 24 semester credits, distributed as follows:

- 1) Eight semester credits in dramatic literature/theatre history chosen from Theatre 281, 282, 283, 381, 382, or 385.
- 2) Fourteen semester credits of electives in dramatic literature/theatre history, performance, design, technical theatre, or dance.
- 3) Two semester credits in theatre laboratory: Theatre 110.

MINOR REQUIREMENTS: CONCENTRATION IN DANCE

A minimum of 24 semester credits, distributed as follows:

- 1) Eight semester credits in dance chosen from Theatre 106, 214, or 308.
- 2) Four semester credits in dance technique chosen from Theatre 107, 108, 207, or 208.
- 3) Two semester credits in theatre laboratory: Theatre 110.
- 4) Four semester credits chosen from Theatre 113, 281, 282, 283, 356, 381, 382, or Music 104 or 105.
- 5) Two semester credits in theatre design from Theatre 104 or 234.
- 6) Four semester credits in rehearsal/performance from Theatre 252 or 350.

HONORS

To qualify for honors candidacy, students must show outstanding promise in one or more of the following areas:

- 1) Performance: directing or playwriting.

2) Theatre technology and design: design and construction of sets or costumes, design and operation of light and sound systems.

3) Theatre and drama: theatre history or criticism.

The required GPA is 3.500 in the major and overall. Normally, qualified students should apply for candidacy during the junior year, no later than two semesters prior to graduation. Honors in theatre is usually limited to the success of a senior thesis project. Transfer students must have completed two semesters of academic residence at Lewis & Clark and should submit a transcript or other evidence of achievement at the time of application. Students who wish to pursue honors in theatre should seek further information from the department.

RESOURCES FOR NONMAJORS

The following courses are appropriate for general students:

- 104 Stage Makeup
- 106 Fundamentals of Movement
- 107 Ballet I
- 108 Contemporary Dance Forms I
- 110 Theatre Laboratory
- 113, 213 Acting I, II
- 214 Dance History and Performance Criticism
- 234 Stage Lighting
- 275 Introduction to Playwriting
- 281–283 Theatre and Society I–III
- 351–353 Rehearsal and Performance I–III

FACILITIES

The theatre building at Lewis & Clark is one of the finest teaching facilities for theatre in the Pacific Northwest. It is an integrated facility designed to support a process-oriented program. The building contains the 225-seat Main Stage and a studio theatre (Black Box) with flexible seating arrangements for up to 125. It also houses complete production facilities, including a scenery shop, a design studio, a costume construction room, dressing rooms, rehearsal areas, and a student lounge, the Green Room.

FACULTY

Stephanie K. Arnold, professor. Greek drama, American drama, criticism, women playwrights, acting, directing.

Susan E. Davis, senior lecturer and program head of dance. Ballet, contemporary dance forms, fundamentals of movement, composition, movement for actors, history/performance critique, improvisation.

Michael Olich, associate professor. Design.

Stepan Simek, associate professor. Acting, directing, European drama.

Stephen Weeks, associate professor. Playwriting, modern drama, directing, acting, British drama, dramaturgy.

104 STAGE MAKEUP

Staff

Content: Principles and techniques of stage makeup, based on play and character analysis. Exercises to develop and refine the skill for actor, director, or makeup designer. Daily assignments, short paper critiquing the makeup skill of an off-campus production.

Prerequisite: None.

Taught: Alternate years, 2 semester credits.

106 FUNDAMENTALS OF MOVEMENT

Davis

Content: Use of guided movement explorations, partner work, readings, and discussions to explore structural and functional aspects of the body and anatomy with the goal of increasing ease of movement and physical coordination. Breath, mobility/stability, relaxation, spinal support, massage, pelvic placement, rotation, healthy sequencing of arms and legs. Basic elements of the bone, muscle, and organ systems; relationship between the body and psychological and emotional patterns. Extensive journal writing.

Prerequisite: None.

Taught: Annually, 4 semester credits.

107 BALLET I

Davis

Content: Introduction to basic ballet principles, steps, and vocabulary. Correct alignment, placement, mobility; increasing flexibility, balance, strength, coordination, control. Barre warm-up, center floor and traveling combinations, general introduction to ballet history and aesthetics. Readings in related historical material; written critique of live performance. Live music accompaniment.

Prerequisite: None.

Taught: Annually, 2 semester credits.

108 CONTEMPORARY DANCE FORMS I

Davis

Content: Introduction to modern and postmodern dance forms, physical techniques, and principles. Emphasis on the conceptual nature of contemporary dance since the 1960s. Movement skills and perspectives in relation to historic and aesthetic ideas that fostered them. Development of sound body mechanics, strength, flexibility, control, momentum, movement quality, musicality, personal movement resources. Viewing live and videotaped performances. Short readings on dance history and theory. Live music accompaniment.

Prerequisite: None.

Taught: Annually, 2 semester credits.

110 THEATRE LABORATORY

Staff

Content: Introduction to behind-the-scenes work in the theatre. Participation on production crews for all departmental productions in a given semester. Experiential learning in the scene and costume shops, on lighting and front-of-house crews. Introduction to the processes that transform the visions of directors and designers into realities on stage. Weekly organizational and instructional meetings, arranged work schedule, required safety orientations.

Prerequisite: None.

Taught: Each semester, 2 semester credits. May be repeated for up to two additional 1-credit semesters with lab-only requirements, not to exceed 4 total course credits per student.

113 ACTING I, FUNDAMENTALS

Arnold, Simek, Weeks

Content: The fundamentals of acting, including physicalization, text analysis, objectives and actions, rehearsal techniques. Development of skills through class exercises and the rehearsal and performance of short projects and two-character scenes. Writing assignments including script analyses, character biographies, peer reviews, performance reviews, observation exercises, journals.

Prerequisite: None.

Taught: Each semester, 4 semester credits.

207 BALLET II

Davis

Content: More difficult exercises for improving alignment, balance, rotation, flexibility, strength, coordination, mobility. Increased focus on quality of movement, musicality, interpretation. Barre warm-up, more extensive development of center floor and traveling combinations. Ballet history, aesthetics, criticism addressed through video and live performance viewings, readings, writing. Live music accompaniment.

Prerequisite: Theatre 107 or dance experience.

Taught: Annually, 2 semester credits. May be taken twice for credit.

208 CONTEMPORARY DANCE FORMS II

Davis

Content: Deepening exploration of physical techniques, historic events, and aesthetic concerns that shape contemporary dance today. Kinesthetic awareness, momentum, phrasing, weight sharing, authentic gesture, basic performance skills. Exploring basic improvisation and composition skills to give form to spontaneous and intuitive movement impulses. Reading, writing, viewing live performance. Live music accompaniment.

Prerequisite: Theatre 108 or consent of instructor.

Taught: Annually, 2 semester credits. May be taken twice for credit.

209 MOVEMENT FOR ACTORS

Davis

Content: Increasing physical movement skills and deepening physical expressivity for a theatrical context. Development of balance, fluidity, strength, flexibility, stamina, coordination. Set movement exercises and improvisation to explore authentic gesture, clarity of intention, rhythmic design, awareness of three-dimensional space. Students keep journals, analyze performances, develop scenes. Live music accompaniment.

Prerequisite: Theatre 113.

Taught: Alternate years, 2 semester credits.

212 STAGECRAFT

Robins

Content: Advanced techniques and concepts in stagecraft. Explores the second-phase design process by which a set designer's visual representations are transformed first into working drawings and construction problems, and then into material, three-dimensional forms. Classroom instruction and experiential learning in the scene shop. Emphasis on problem-solving, collaborative interpretation of design ideas, creative implementation.

Prerequisite: Theatre 110 or consent of instructor.

Taught: Alternate years, 4 semester credits.

213 ACTING II, REALISM

Arnold, Simek, Weeks

Content: Rehearsal with more complex texts of realism from such playwrights as Ibsen, Chekhov, Churchill, Stoppard. Integration of voice and body work, deepening a sense of truth in emotional and intellectual expression. Actors work with instructor on individual acting problems, share research in texts and historical periods, learn how to help each other take acting explorations further. Writing: script analysis, historical research, bibliography, observations. Additional projects in movement and voice.

Prerequisite: Theatre 113.

Taught: Annually, 4 semester credits.

214 DANCE IN CONTEXT: HISTORY AND CRITICISM

Davis

Content: Viewing of selected live dance performances in the Portland area. An exploration of the intellectual, historical, and social contexts of these performances. Development of a vocabulary for dance criticism and an understanding of the essential elements of dance choreography and performance. Readings; analysis of videotaped, filmed, and live dance performances; seminar discussion.

Prerequisite: Fee (performance tickets).

Taught: Alternate years, 4 semester credits.

216 SPEECH, ENUNCIATION, AND PRESENTATION FOR ACTORS AND NONACTORS

Simek

Content: Increasing the power of the voice and improving oral presentation skills. Exploration of breath, training in enunciation, presentations of literary and nonliterary texts. Culmination in an outdoor public performance. Voice training includes the methods of Cecily Barry and Konstantin Stanislavsky.

Prerequisite: None.

Taught: Annually, 4 semester credits.

218 FUNDAMENTALS OF DESIGN

Olich

Content: Introduction to the expressive principles, elements, and processes of design. Projects and exercises exploring conceptualization of story-based ideas as well as introducing the challenges and rigors of collaboration. Introduction to visual communication and expressive form for theatre practitioners, but the skills involved are widely applicable to all design disciplines. Foundation course for advanced work in the history, theory, and aesthetics of theatrical design.

Prerequisite: None

Taught: Annually, 4 semester hours.

220 THEATRE GRAPHICS

Olich

Content: Exploration of the graphic techniques necessary for successful communication within the design and production areas of theatre. Projects and exercises in drawing, rendering, model building, color theory, and drafting, both by hand and computer-assisted. Introduction to visual communications and expressive form for theatre practitioners, but the skills involved are widely applicable. Foundation course for advanced work in the theory and aesthetics of design.

Prerequisite: None

Taught: Annually, 4 semester credits.

234 STAGE LIGHTING

Staff

Content: Understanding the physical properties of light, the technologies used to light the stage, and the principals and practices of lighting design. Topics include optics, color, electrical theory, lighting instruments, control systems, design concepts, light plots, script analysis for lighting. Readings, writing assignments, research projects, demonstrations, creative projects in light design.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

246 SPECIAL TOPICS: DESIGN/TECHNICAL THEATRE

Staff

Content: Special topics in design and technical theatre. Course content and prerequisites vary by topic.

Prerequisite: Consent of instructor.

Taught: Alternate years, 2 semester credits. May be taken twice for credit.

250 THEATRE IN NEW YORK

Staff

Content: Contemporary theatre in New York including traditional and experimental work, American plays, plays from the international repertoire.

Attending and discussing productions. Meeting with playwrights, actors, directors, designers, producers to investigate current trends in theatrical writing, production, criticism.

Prerequisite: None.

Taught: Annually, on New York program, 4 semester credits.

251 THEATRE IN LONDON

Staff

Content: Contemporary theatre in London including traditional and experimental work, American plays, plays from the international repertoire. Attending and discussing productions. Meeting with playwrights, actors, directors, designers, producers to investigate current trends in theatrical writing, production, criticism.

Prerequisite: None.

Taught: Alternate years, on London program, 4 semester credits.

252 REHEARSAL AND PERFORMANCE: DANCE

Davis

Content: Performance of original dance pieces developed by student choreographers. Work critiqued at regular intervals throughout semester. Approximately 10 weeks of rehearsals held twice a week and three performances.

Prerequisite: Audition.

Taught: Annually, 1-2 semester credits. May be repeated for credit.

253 REHEARSAL AND PERFORMANCE: ONE-ACTS

Staff

Content: Faculty-supervised rehearsal and performance of selected one-act plays and senior thesis projects, organized in various formats: student written, student directed; professionally written, student directed; professionally written, guest artist directed. Limited scenic support.

Prerequisite: Audition.

Taught: Annually, 1-3 semester credits, credit-no credit.

275 INTRODUCTION TO PLAYWRITING

Weeks

Content: Introduction to dramatic writing. Examination of dramatic action, dialogue, characterization, and structure; emphasis on writing for the stage. Reading assignments from classical, modern, and contemporary plays as well as from commentaries on the playwright's art, Aristotle to the present. Students write scenes and exercises throughout the semester, culminating in a final project.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

281 THEATRE AND SOCIETY I: CLASSICAL AND MEDIEVAL DRAMA

Arnold, Simek

Content: Theatre 281, 282, and 283 examine significant works of world drama in their social and historical contexts. Emphasis is on the Western tradition. Each course studies the relationship between stage practice and text and the place of theatre in society, and examines dramatic construction, major performance styles, physical theatres, and evolving interpretations of the genre. Critical papers and seminar discussions, scene readings, and staging demonstrations. Theatre 281 focuses on ancient Greek and Roman drama, medieval drama, and on traditional drama in China, India, Japan.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

282 THEATRE AND SOCIETY II: RENAISSANCE, NEOCLASSICAL, AND ROMANTIC DRAMA

Simek, Weeks

Content: Same as Theatre 281. Focus on English and Italian Renaissance, French neoclassicism, English Restoration, romanticism, melodrama.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

283 THEATRE AND SOCIETY III: MODERN CONTINENTAL DRAMA

Simek, Weeks

Content: Same as Theatre 281. Focus on modern continental theatre from Büchner to contemporary European playwrights. Examination of realism, expressionism, surrealism, and continental postmodernism. Special attention to the theatre and social contexts of eastern and central Europe and Germany.

Prerequisite: None.

Taught: Alternate years, 4 semester credits.

299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a course of independent readings or creative work in a substantive area. Details determined by the student and supervising instructor.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

301 DIRECTING

Arnold, Simek, Weeks

Content: Preliminary text analysis, preparation and staging of play texts. Exercises and scene work exploring the director's basic techniques, tools, and procedures.

Prerequisites: Theatre 213. Junior standing.

Taught: Annually, 4 semester credits.

308 DANCE COMPOSITION AND IMPROVISATION

Davis

Content: Studio work in compositional exploration and the investigation of movement and sound in solo and group improvisation. Critical evaluation and analysis of work in progress. Organization and design of dance studies for class presentation and future choreography.

Prerequisites: Theatre 108. One other dance course or consent of instructor.

Taught: Annually, 4 semester credits.

313 ACTING III, STYLE

Arnold, Simek, Weeks

Content: Advanced techniques in acting associated with, and demanded by, the drama of particular periods and genres. Acting "style" explored through the study of a period's theatrical conventions and cultural preferences (in physical movement, bodily display, vocal technique, fashion). Emphasis on premodern styles, including Shakespeare, commedia dell'arte, Restoration, neoclassical. Some modern and contemporary nonrealistic styles.

Prerequisite: Theatre 113.

Taught: Annually, 4 semester credits.

333 SCENOGRAPHY I

Olich

Content: An exploration of the aesthetics, processes, and responsibilities of creating performance environments. The scenographer imagines and constructs visual worlds for theatrical storytelling. Emphasis on scene and costume design, but consideration of all visual elements of the stage, including architecture, lighting, props. Historical exploration of production aesthetics through the 18th century; research into historical performance environments and the texts they supported; project work in creating new performance environments for historical texts.

Prerequisites: Sophomore standing. Theatre 218 or 220.

Taught: Annually, 4 semester credits.

334 SCENOGRAPHY II

Olich

Content: Continues the work of Scenography I in exploring the aesthetics, processes, and responsibilities of creating performance environments. Historical focus will be on production aesthetics in the 19th and 20th centuries; research into historical performance environments and the texts they supported; project work in creating new performance environments for historical texts. Emphasis on scene and costume design, but consideration of all visual elements of the stage, including architecture, lighting, props.

Prerequisites: Sophomore standing. Theatre 333.

Taught: Annually, 4 semester credits.

340 THE HISTORY AND THEORY OF MODERN AND POSTMODERN PERFORMANCE

Arnold, Simek, Weeks

Content: An intellectual history of Western theatrical performance in the 20th century through modern and postmodern performance theories formulated by major directors, actors, playwrights, critics, theorists. Readings from primary sources, biographies and critical works, contemporary theatre theory. Research emphasis on significant productions, major artists, training methodologies, and distinctive models of theatrical work. Provides a historical and theoretical context for contemporary theatrical practices.

Prerequisites: Sophomore standing. One 4-semester-credit course in dramatic literature/theatre history and one 4-semester-credit course in performance, or consent of instructor.

Taught: Alternate years, 4 semester credits.

350 DANCE AND PERFORMANCE

Davis

Content: Exploration of dance technique in preparation for performance with faculty and guest choreographers. Culminates in dance concert.

Prerequisite: By audition.

Taught: Alternate years, 1-4 semester credits. May be repeated for credit.

351 REHEARSAL AND PERFORMANCE—MAIN STAGE PRODUCTION

Staff

Content: Rehearsals five to six nights a week for six to eight weeks. Six scheduled performances followed by a department critique. Intense involvement in the complete process of translating a play script into performance. Journal or research as process requires.

Prerequisite: Audition for cast. Lewis & Clark supports a policy of color-blind casting.

Taught: Each semester, 1-4 semester credits, depending on size of role and length of rehearsal period. May be repeated for a maximum 24 credits, with a maximum 4 semester credits per semester.

356 ADVANCED PERFORMANCE

Simek, Weeks

Content: An exploration of nontraditional modes of theatrical creation and performance for advanced theatre students and students of studio art, music performance, or creative writing. Nontraditional models of collaboration and collective creation, the adaptation of nondramatic texts for performance, examples of cross-disciplinary work. Students write, adapt, and create original performances throughout the semester. Culminates in a large-scale collaborative project.

Prerequisites: Sophomore standing. Two 4-semester-credit courses in theatre, one of which must be in performance; or two 4-semester-credit courses in studio art, music performance, or creative writing and consent of instructor.

Taught: Alternate years, 4 semester credits.

381 BRITISH THEATRE AND DRAMA: 19TH CENTURY TO PRESENT

Weeks

Content: A study of the dramatic literature and performance styles of British theatre from the origins of modernism to the present. Wilde, Shaw, and Coward through post-war playwrights such as Wesker, Pinter, Bond, Churchill, Orton, Barnes, Barker, Stoppard, Wertebaker. The evolution of theatrical forms and themes in relation to historical and social change.

Prerequisites: Sophomore standing. Theatre 281, 282, or 283, or a literature course offered by the Department of English or Foreign Languages and Literatures.

Taught: Alternate years, 4 semester credits.

382 AMERICAN THEATRE AND DRAMA: 19TH CENTURY TO PRESENT

Arnold, Weeks

Content: A study of the American theatre's dramatic literature and performance styles. Origins of modern American theatre from the English theatre tradition, the theatres of immigrant communities, and the popular entertainments of the 19th-century stage. An examination of the development of realism in the first half of the 20th-century and further developments from the 1960s onward, including the expanding range of voices represented and issues of race and gender. The evolution of theatrical forms and themes in relation to historical and social change.

Prerequisites: Sophomore standing. Theatre 281, 282, or 283, or a literature course offered by the Department of English or Foreign Languages and Literatures.

Taught: Alternate years, 4 semester credits.

385 SPECIAL TOPICS SEMINAR: PLAYS AND PLAYWRIGHTS

Arnold, Simek, Weeks

Content: An intensive study focusing on the work of one playwright or related playwrights or focusing on an aesthetic movement. Emphasis on a core group of plays and surrounding historical and critical materials. Exploration and evaluation through research, critical writing, and workshop performances of both dramatic texts and of class research and criticism.

Prerequisites: Sophomore standing. Two 4-semester-credit courses in theatre, one of which must be in performance, or consent of instructor.

Taught: Alternate years, 4 semester credits. May be taken twice for credit.

450 SENIOR SEMINAR

Arnold, Simek, Weeks

Content: Capstone course exploring advanced questions of performance theory. Presentation of a seminar project culminating the student's focus in theatre.

Prerequisite: Theatre majors with senior standing. Theatre minors or student-designed majors with consent of instructor.

Taught: Annually, 4 semester credits.

499 INDEPENDENT STUDY

Staff

Content: Same as Theatre 299 but requiring more advanced work.

Prerequisite: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

Academic Services and Resources

ACADEMIC ADVISING

Faculty advisors guide their advisees' academic programs and intellectual growth—from matriculation to graduation. Each student is, however, ultimately responsible for constructing and completing his or her own course of study.

First-year students are assigned premajor advisors based upon each student's initial course selections and stated academic interests and goals. These faculty advisors are knowledgeable about general requirements and procedures and can assist their advisees in selecting courses and developing a four-year academic program. Such planning enables students to gain the full benefit of their education and to plan for special experiences such as overseas or off-campus study.

Transfer students are assigned academic advisors generally in the area of their major (often the department chair). Transfer students must submit official transcripts to Lewis & Clark's College of Arts and Sciences registrar's office, which analyzes the transcripts to determine which courses are transferable and whether they meet General Education requirements. Students who wish to include transfer courses in their major course of study must have the approval of the department chair in that major. Transfer students should work closely with the registrar's office and the department chair to plan their academic program completely through to graduation.

All students are required to schedule preregistration meetings with their academic advisors. But students should meet with their advisors at other times, as well, to discuss academic goals, questions, or issues. When students decide upon an academic major (required for registration after a student has 61 total credits), they must choose a major advisor to help them plan out their major's course of study and satisfy remaining graduation requirements.

Students are welcome to change advisors at any time. This should be a thoughtful decision and must be made with the consent of the new advisor. For more information, visit www.lclark.edu/dept/advising.

STUDENT SUPPORT SERVICES

The staff of Student Support Services provide services for students with physical, psychological, and learning disabilities, as well as advice for all students about academic strategies, time management, and study skills. The coordinator of Student Support Services is responsible for ensuring that arrangements are made for disabled students in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. Copies of the Student Disability Policy and Grievance Procedure are available from the Office of the Dean of the College of Arts and Sciences, the Student Support Services office, and Lewis & Clark's website.

WRITING CENTER

As part of Lewis & Clark's commitment to excellence in writing, the Writing Center offers one-on-one conferences for undergraduates seeking assistance with papers and other writing projects related to their academic program. The staff regularly work with students at all stages of the writing process, providing strategies for formulating ideas, organizing texts, choosing an appropriate style, and recognizing and fixing mechanical errors. Conference times are scheduled throughout fall and spring semesters.

MATH SKILLS CENTER

Since mathematical skills are necessary for success in the General Education Curriculum and in many majors, Lewis & Clark expects that students have preparation through at least intermediate algebra. The Math Skills Center provides classroom and individual instruction in the course Review of Algebra

(Mathematics 055), which is a prerequisite for many quantitative reasoning courses. The center also operates as an informal resource center by providing drop-in hours during the semester. Students may use the friendly study environment and consult with peer tutors on math-related skills in any course.

COMPUTING AND MEDIA RESOURCES

Technology is integrated into the curriculum in many departments and programs, both as a means of enhancing the instructional process and as a way of preparing students to meet the challenges presented by the pervasive use of technology in the workplace. Technology facilities on campus include unique resources dedicated to the use of certain departments as well as institution-wide resources available to the entire community.

Lewis & Clark maintains a campuswide network for access to an ever-growing array of academic and administrative services and applications and the Internet. Public computing labs are available 24 hours a day in the Watzek Library and the Templeton Campus Center.

Lewis & Clark provides faculty and students with facilities and expertise in multimedia, video editing, photographic and slide production, and audio and visual duplication services to support instructional needs, campus life activities, special events, and institutional advancement activities.

Through special arrangements with vendors, Lewis & Clark makes computer hardware and software available to full-time students at substantial discounts.

In addition, Information Technology staff assist students in learning to use hardware, software, and peripheral devices; offer training resources such as tutorials and workshops; and provide access to a growing array of network resources and online services.

LIBRARY

The Aubrey R. Watzek Library is suitably located at the heart of the campus. The library houses a collection of 300,000 print volumes and over 417,000 microform units and subscribes to 1,300 print periodicals and has electronic access to thousands more. The library shares an online catalog with the Paul L. Boley Law Library at Lewis & Clark's law school and provides access to over 150 research databases.

The library offers specialized reference assistance in the use of both print and electronic sources, as well as one-on-one research consultations. Special Collections, the Visual Resource Center, and the College Archives are also part of the library. Digital access to items in these collections is increasing.

Lewis & Clark College is a member of several library consortia through which students and faculty can borrow materials directly from member institutions. One of these, the Orbis-Cascade Alliance, includes 35 academic libraries throughout the Northwest that share a unified library catalog (Summit) and delivery system. Students and faculty can perform a single search to find and borrow materials through a database including more than 28 million books, sound recordings, films, videos, and more.

Student Services, Resources, and Programs

The primary focus of Lewis & Clark is its academic mission. To support and enhance students' academic experience, Lewis & Clark staff members provide a variety of services, resources, and programs that encourage participation in both curricular and cocurricular activities. These services are highlighted here. More detailed information on each is available in the student handbook, *The Pathfinder*, which is published annually and is also available on the Web at www.lclark.edu/dept/stlife.

CAMPUS SAFETY

The primary goal of the Office of Campus Safety is the protection of life and property on the Lewis & Clark campus. Other goals are to maintain the peace, to provide services to the campus community, and to enforce various administrative regulations.

Campus safety coverage is provided 24 hours a day, 365 days a year. The Office of Campus Safety can be reached by dialing extension 7777 for any service call or emergency. Routine business can be taken care of by dialing extension 7855. Campus safety officers can be quickly dispatched through a two-way radio system to any part of the Lewis & Clark campus.

The staff includes eight uniformed campus safety officers, three dispatchers, a campus safety supervisor, and the director of campus safety.

DEAN OF STUDENTS

The dean of students provides leadership and administrative management for Bon Appétit Food Service, Campus Living, the Center for Career and Community Engagement, College Outdoors, Community Standards, Counseling Service, Health Promotion and Wellness, International Students and Scholars, Multicultural Affairs, Student Activities, Student Health Service, and Student Support Services—offices collectively known as Student Life. Student Life's purpose is to enhance student growth in the context of a liberal arts education and promote a healthy and vibrant campus community in which engaged learning, responsible citizenship, and respect for diversity are fostered. The office of the Dean of Students is located in Templeton Campus Center, lower level.

CAMPUS LIVING

Lewis & Clark is committed to the residential education experience, which includes the exploration of ideas, values, beliefs, and backgrounds; the development of lifelong friendships; and the pursuit of collaboration, both formal and informal, with students, faculty, and staff. The residence hall community is dedicated to academics, campus and community involvement, and enjoyment of the college experience.

Consistent with Lewis & Clark's mission as a residential liberal arts college, students are required to live on campus for their first two years (four semesters) unless they are living with parent(s) in the Portland area, are married, are 21 years of age or older, or are entering transfer students with 28 semester hours of transferable college credit. The residential program's overarching goal is to create and maintain residential environments that are educationally purposeful, open, just, disciplined, caring, and celebrative.

Four residence hall clusters and a fifth apartment-style upper-class complex are each managed by a full-time professional campus living coordinator (CLC) who coordinates all aspects of the community, including training and supervising undergraduate campus living advisors (CLAs), coordinating programming efforts, participating in the community standards process; and providing counseling, mediation, and crisis management as necessary. The CLAs assist in hall management and help students make the transition to group living using the extensive training they receive in peer counseling, ethical leadership, activities planning, and community building.

The Office of Campus Living administers housing and food service contracts; coordinates room assignments; manages staff selection, training, and supervision; provides leadership development opportunities; and offers curricular support programs, including New Student Orientation, Parents' Preview, and Family Weekend.

STUDENT ACTIVITIES

Student activities complement academic pursuits to create a balanced, engaged, and rewarding college experience. The Office of Student Activities offers a variety of cocurricular services and opportunities to enhance student development and leadership. Staff members help students develop personal and practical life skills by matching their interests to appropriate student organizations and activities.

The office advises more than 100 student groups, including student government (ASLC). The office also oversees major campuswide events like PioFair, Homecoming, Casino Night, and LC Olympics. Staff members assist student leaders with developing strategies for programming and budget planning, publicity and promotion, running effective meetings, planning retreats and workshops, starting new groups, and developing other leadership skills.

OFFICE OF MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs leads Lewis & Clark's endeavors to advance diversity and multicultural perspectives. Members of the office work with students, faculty, and staff to effect systemic change by coordinating efforts focused on preparing College of Arts and Sciences students for full engagement in a complex and diverse world. The Office of Multicultural Affairs provides academic, social, and cultural support to students from underrepresented groups; acts as a resource to all members of the campus community on issues of diversity; advises multicultural student organizations; coordinates the Lewis & Clark Intercultural Network for Connecting Students (LINCS); and organizes campuswide programs on diversity and multiculturalism.

INTERNATIONAL STUDENTS AND SCHOLARS

International Students and Scholars coordinates admission of international students and provides initial and continuing orientation for incoming students. Additional services include academic and personal counseling, assistance with housing and on-campus employment, processing of immigration and financial aid documents, and providing opportunities for community involvement. A professional staff member also serves as the advisor to the International Students at Lewis & Clark (ISLC).

HEALTH PROMOTION AND WELLNESS

The Office of Health Promotion and Wellness leads efforts to develop a community that supports balanced and healthy lifestyles. The staff are committed to assisting students by imparting the knowledge and skills necessary for making informed decisions regarding personal health and wellbeing, and encourage students to be mindful and to take responsibility for themselves in all areas of wellness. Health Promotion and Wellness works in collaboration with campus and area resources to provide resources and outreach education on an array of issues that typically concern Lewis & Clark students.

STUDENT HEALTH

Student Health Service staff provide students with consultation and treatment, routine physicals, gynecological exams, medications and contraception, travel consultations, immunizations, allergy injections (with physician order), and first aid. Medical consultations are free. Charges are made for immunizations, medications, laboratory tests, and equipment rental.

Lewis & Clark requires all degree-seeking and visiting undergraduate students to have medical coverage comparable to that offered through the school's comprehensive Student Health Insurance Plan. Students are given one opportunity each academic year to waive the school's coverage. For further information please refer to the Costs section of this catalog.

Medical records are strictly confidential and are not released without the student's written consent.

COUNSELING

The Counseling Service staff offer professional help for students experiencing personal and academic concerns. Counseling is available to all undergraduate, graduate, and law students. Appointments with the counseling staff are free of charge. Staff include licensed mental health professionals and doctoral practicum counselors. A psychiatrist sees students primarily for medication management, and is available one day a week. Fees are charged for psychiatric appointments.

The primary purpose of the Counseling Service is to provide problem resolution services and short-term focused therapy. Students who need long-term treatment, and/or more than four sessions a month, and/or specialty treatment, such as for an eating disorder, should make arrangements to see a mental health professional in the local area. A referral list is available at the Counseling Service office. All appointments and information shared at the Counseling Service are held in strict confidence.

CHAPLAINCY

The dean of the chapel directs and supports programs for students focusing on spiritual and moral issues. Students help plan and lead many of these activities, including regular chapel services, special forums and lectures, small-group studies, spiritual renewal retreats, and volunteer community service projects. The dean of the chapel coordinates the work of the adjunct Catholic chaplain and other affiliated religious professionals who serve the campus, and also is available for religious, crisis, and grief support and counseling.

Programs offered through the chapel office recognize the religious diversity of the Lewis & Clark community and seek to promote moral and spiritual dialogue and growth in a context of mutual support. Although the chaplaincy has its roots in the Presbyterian heritage of the college, chapel programs are ecumenical and the dean of the chapel supports all religious life programs that take place on campus. An Interfaith Council encourages dialogue among faith groups and provides religious life programming and policy recommendations.

ALUMNI ASSOCIATION

The Lewis & Clark College Alumni Association works to unite the influence, loyalty, and resources of those the College of Arts and Sciences has educated for the support and improvement of the Lewis & Clark.

The Office of Alumni and Parent Programs provides staff leadership to engage alumni in the life of Lewis & Clark through active participation with the Board of Alumni, alumni chapters, career networks, admissions efforts, fund-raising, and communication media.

Cocurricular Opportunities

Cocurricular activities are a source of knowledge and pleasure, allowing students to learn in ways not possible in the classroom while contributing to the benefit of the wider community. Students are encouraged to take advantage of these chances to gain insights into themselves and others, to build lasting friendships, to enjoy college life, and to acquire valuable practical experience. A sampling of such opportunities follows.

CAREER AND COMMUNITY ENGAGEMENT

Rich experiences outside the classroom are essential in the development of responsible, innovative leaders and citizens of the world. The Center for Career and Community Engagement assists students with identifying their goals and

interests, and provides them with opportunities and resources for developing productive careers and rewarding lives. The center's staff can help students find meaningful short- or long-term volunteer experiences in the community, connect with Lewis & Clark alumni and other professionals, define career direction, cultivate effective leadership and job-search skills, and locate job opportunities and internships. Students can also use the resources of the center to prepare for and apply to graduate school. For more information, please visit www.lclark.edu/dept/engage.

COLLEGE OUTDOORS

College Outdoors gives the Lewis & Clark community access to the spectacular outdoor environment of the Pacific Northwest through such activities as cross-country skiing, backpacking, climbing, whitewater rafting, sea kayaking, and hiking. On-campus events include slide programs, films, and seminars on outdoor topics. College Outdoors is one of the largest outdoor programs in the country among schools of comparable size, offering 100 or more trips a year. The program provides transportation, equipment, food, and organization. Student staff and volunteers help organize special events and trips, gaining valuable practical experience in leadership roles.

STUDENT EMPLOYMENT

Students who are looking for Federal Work-Study jobs or other part-time, temporary, or summer jobs on or off campus can utilize the resources in the Student Employment office or at www.lclark.edu/dept/sfs/employment.html. Students also submit any required employment documents to this office prior to beginning work on campus.

RECREATIONAL SPORTS AND INTRAMURALS

Lewis & Clark's full complement of athletics facilities are open for recreational use by students, faculty, staff, and alumni. Facilities include indoor and outdoor tennis courts, a gymnasium, indoor and outdoor swimming pools, a state-of-the-art track, a well-equipped weight room, and a lighted, all-weather synthetic playing field. For students who desire a friendly atmosphere of competition, organized intramural offerings include three-on-three volleyball, basketball, table tennis, dodgeball, Ultimate Frisbee, and softball. Evening and weekend intramural tournaments provide opportunities in tennis, badminton, basketball, dodgeball, flag football, table tennis, Ultimate Frisbee, and volleyball.

CLUB SPORTS

Lewis & Clark offers a variety of student-initiated club sports, including sailing, men's soccer, women's indoor soccer, martial arts, Ultimate Frisbee, and lacrosse. Chartered club sports are eligible for partial funding through the Associated Students of Lewis & Clark. The clubs are student-directed and the level of competition varies from sport to sport.

VARSITY ATHLETICS

Over 350 undergraduates participate in one of the 19 varsity sports sponsored by Lewis & Clark each year. The institution fields nine men's and ten women's teams in the National Collegiate Athletics Association (NCAA) Division III. As a member of the Northwest Conference (NWC), Lewis & Clark participates in one of the most competitive conferences in the country. The Pioneers have garnered many team and individual championships over their long history, giving them a strong tradition in athletics.

Although membership in the NWC and NCAA III excludes the granting of scholarships based on athletic talent, Lewis & Clark does have an attractive financial aid program including academic and merit scholarships, for which student-athletes, like all students, may apply.

STUDENT GOVERNMENT (ASLC, ASSOCIATED STUDENTS OF LEWIS & CLARK)

Student government serves as a resource for individual students and student groups and provides a link to the staff, faculty, and administration. Executive Council and the Activities Congress are the two branches of student government.

Within Executive Council, several boards address student needs and concerns. Students represent all academic areas on the Student Academic Affairs Board (SAAB), work directly with community members on the Community Relations Board (CRB), and distribute funding to student groups on the Chartering and Budgeting Board (CBB). In addition, a chief justice is elected to govern the Peer Review Authority (PRA), which oversees judicial matters.

The Activities Congress is comprised of student representatives from on- and off-campus. These students sponsor campus events throughout the year, including Homecoming, Casino Night, the LC Olympics, and various concerts. In addition to programming, the Activities Congress also serves as a diverse body that addresses student issues and provides a forum for students.

All students are encouraged to run for office, apply for a board, or volunteer, and new ideas, suggestions, or events are welcome.

STUDENT MEDIA

KLC Studios provides the Lewis & Clark community with audio and video programming and serves as an outlet for student expression and campus news. KLC's primary focus is to provide a radio station for the Lewis & Clark community. With an audio production facility (KLC Recording Studios) and a video production facility (KLC-TV), KLC gives students an opportunity to gain knowledge of audio and video production, operation, and administration. KLC also sponsors Sunburn, a live music festival, each spring. KLC can be found at www.lclark.edu/~klc.

Literary Review, which includes art, photography, poetry, and fiction, allows students to edit, produce, and publish an annual collection of creative compositions and exhibits from the College of Arts and Sciences community.

Living Mosaic, Lewis & Clark's environmental affairs magazine, is published annually.

Meridian, an annual undergraduate publication, is dedicated to providing a forum for student views on international and cross-cultural issues. The journal encourages all students to submit essays, research papers, theses, overseas journal excerpts, photographs, and various other forms of work related to current issues and events.

pause is an annual journal focused on the dramatic arts.

Pioneer Log, Lewis & Clark's weekly student newspaper, reports campus and community activities and news of interest to students, faculty, and staff. The paper has opportunities on its staff for students interested in writing, photography, graphic design, art, editing, business, advertising, and promotion. Students may begin working for the *Pio Log* at any time during their years at Lewis & Clark. Students should consult the Department of Communication regarding prerequisites for earning academic credit while working for the *Pio Log*.

Polyglot, a foreign language journal, takes submissions from students who speak other languages and publishes them in a multilingual journal. It is a yearly publication with a distribution of about 300 copies.

Printshop, a student-run studio, creatively supports and inspires an independent publishing atmosphere by offering skills-based workshops to students as well as providing information on local independent publishing movements and events.

Synergia is a yearly magazine that focuses on gender issues. It is published in the spring, following the annual Gender Studies Symposium. All students are encouraged to submit articles to the editorial board, which evaluates and approves them for publication.

MUSIC

Music is an integral feature of life and a serious field of academic study at Lewis & Clark. A dedicated faculty of accomplished scholars, composers, and performers work in close contact with students in their chosen field. Students majoring in musicology, composition, ethnomusicology, music education, and performance present more than 100 concerts, symposia, and recitals each year. Department events include student recitals, solo and ensemble performances by faculty members, programs by visiting artists and scholars, and concerts by all of the performing ensembles at Lewis & Clark. These ensembles include the Wind Symphony, Jazz Combos, Orchestra, Musical Theatre, Javanese Gamelan, West African Rhythms, African Marimba, and Cappella Nova. Participation is open to all students, not only to music majors.

The Department of Music also sponsors a weekly music hour, an informal potpourri of performances by student soloists and small ensembles. Music hour allows students to present works-in-progress in a more relaxed setting than a full recital.

Private lessons are available for all orchestral and band instruments, keyboard (piano, organ, and harpsichord), voice, guitar, jazz guitar, electric bass, drum set, composition, and electronic music. Lessons are also offered for non-Western instruments such as koto, shamisen, sitar, flamenco guitar, and individual instruments from the gamelan. Students may begin instrumental or vocal lessons without previous experience. The Department of Music maintains a large inventory of instruments, which are available for a modest fee to students enrolled in lessons. Students of outstanding academic and musical ability are eligible for music scholarships. Consult the Department of Music for details.

FORENSICS

The forensics squad at Lewis & Clark is open to any full-time student in good standing. Lewis & Clark has been nationally rated in debate competitions and participates in parliamentary debate nationals. Several students have placed at the National Individual Events Tournament. The program also supports an active on-campus and community public forum.

Forensics is a cocurricular activity sponsored by the Department of Communication. Students should consult the department regarding prerequisites for earning academic credit while participating in the program.

THEATRE

Fir Acres Theatre provides opportunities during the year to students who want to act, direct, write plays, design lights, work on technical crews, or enjoy fine theatre on campus. Each semester the Department of Theatre presents faculty-directed productions on the Main Stage of Fir Acres Theatre as well as student-directed and student-written plays in the Black Box. Dance concerts involving student and faculty choreography are presented each year.

The productions of the theatre department are a vital part of campus life and the selection of plays represents both the most exciting new work being written and the best of the classics. Participation in a production is open to any full-time student, and the department adheres to a policy of nontraditional or color-blind casting. Students may receive credit for production work by auditioning or by enrolling in theatre lab or production seminar courses.

Admission

DEAN OF ADMISSIONS: MICHAEL SEXTON

Lewis & Clark selects students with strong academic records and promise who seek a challenging liberal arts curriculum characterized by breadth and depth. Successful applicants are individuals who, through their varied talents and interests, will contribute in distinctive ways to the wider communities of which they are a part. As a member of the National Association for College Admission Counseling, Lewis & Clark subscribes to the NACAC Statement of Principles of Good Practices. Students are admitted without consideration of financial need.

RECOMMENDED ACADEMIC PREPARATION

Admission to Lewis & Clark is selective. The most important factors in determining admission to the College of Arts and Sciences are the quality of a student's academic program and the grades earned in college preparatory courses. The Admissions Committee also considers writing ability, quantitative skills, standardized testing, leadership, community service and work experience, personal interests, cocurricular activities and talent, and expressed interest in Lewis & Clark.

Lewis & Clark recommends that first-year students have completed a high school curriculum including a minimum of the following:

English.....	4 years
Mathematics.....	4 years
History/social studies.....	3-4 years
Foreign language (same language preferred).....	2-3 years
Laboratory science.....	3 years
Fine arts.....	1 year

Students who have performed well in Advanced Placement, International Baccalaureate, or honors courses are given preference in the admission process. The Admissions Committee may consider applicants whose academic preparation is different from that described above if other aspects of their record indicate potential for success in Lewis & Clark's academic program.

Home-schooled students are encouraged to apply via Lewis & Clark's Portfolio Path to Admission (described below) and to contact the admissions office to discuss the best ways to present their academic preparation to the committee. Lewis & Clark recommends that home-schooled applicants take the ACT or complete a GED to meet regulations for federal financial aid. For more information on our evaluation of home-schooled applicants, please contact the Office of Admissions.

SCHOLASTIC ASSESSMENT TEST OR AMERICAN COLLEGE TEST SCORES

With the exception of international students, students applying through Lewis & Clark's Portfolio Path to Admission, and transfer students with at least 61 transferable semester credits, the College of Arts and Sciences requires all applicants to submit SAT or ACT scores. First-year applicants should take one of these tests before February 1 of their senior year and arrange to have the scores sent to Lewis & Clark, either by the testing agency or on an official high school transcript.

PORTFOLIO PATH TO ADMISSION

Lewis & Clark has offered the alternative Portfolio Path to Admission since 1991. Students electing this application plan must submit three academic teacher recommendations and an academic portfolio and may choose not to submit standardized test scores. All other required credentials remain the same. In assembling the portfolio, a student is asked to include at least four samples

of graded academic work that meets the following criteria: two writing samples, one sample of quantitative/scientific work, and one sample of student's own choice. The portfolio should demonstrate to the Admissions Committee a student's intellectual curiosity, depth and breadth of curriculum, and preparation for college work.

APPLICATION OPTIONS

Students may apply online via the Common Application (www.commonapp.org). If students use this option, the application fee is waived. Students who prefer to apply using a paper application must use the Common Application form, which is readily available from high school counseling offices and on the Internet. There is a \$50 application fee for using the paper form.

TRANSFER ADMISSION

Transfer students—about 60 of whom enroll each year—bring a welcome maturity and diversity to Lewis & Clark and are an important part of the entering student group. Students are considered transfer applicants if they have completed 12 or more semester credits of college-level work after graduating from high school or earning the GED. They are admitted on the same selective basis as first-year students and are eligible for financial aid and campus housing. Transfer applicants are expected to have achieved their preparation for Lewis & Clark through high school and early college coursework, and to have further demonstrated their ability to succeed by doing well in an appropriate selection of courses. Lewis & Clark encourages transfer applicants to visit the campus and schedule an interview with the transfer coordinator.

TRANSFER APPLICATION

A complete transfer application must contain the following:

- 1) Online (free) or paper (\$50 fee) Common Application with personal essay.
- 2) Common Application Supplement.
- 3) Official secondary school transcript including verification of graduation or GED certification. This is required even if the student has been awarded an AA degree and/or has been out of high school for several years.
- 4) Official transcripts from each college or university attended.
- 5) SAT or ACT scores. Unless they will have completed two years of transferable college work (92 quarter credits or 61 semester credits) before enrolling at Lewis & Clark, transfer students are required to provide test scores on their high school transcript or from the appropriate testing agency.
- 6) Recommendation from a college professor.
- 7) College Official's Report form.

TRANSFER CREDIT POLICIES

Transfer students generally receive full credit for satisfactory work completed at other regionally accredited colleges and universities in courses judged to be equivalent to those offered at Lewis & Clark. Preliminary transcript evaluations accompany letters of acceptance. Coursework is evaluated for transferability only on a course-by-course basis. No "block" credit will be granted for associates or transfer degrees. Transfer credit is not granted for coursework with a grade below C (2.000), College-Level Examination Program (CLEP), life experience, credit by examination, or distance-learning courses, including online, correspondence, and televised courses. Credit may not be granted for college coursework completed over 20 years ago. Credit is also not granted for college courses used in any way for high school graduation. If a student has completed college-level coursework at a regionally accredited college or university, but is unable to present a high school diploma, a General Education Diploma (GED), or other high school equivalency diploma, courses will be evaluated for transfer credit on a course-by-course basis.

In order to be awarded a Lewis & Clark degree, students must fulfill the institution's academic residency requirement by completing at least 60 semester credits at Lewis & Clark out of the 128 semester credits required for the degree. Thus, a maximum of 68 semester credits may be transferred from other institutions. A maximum of 4 semester credits of physical education/activity may be transferred. One quarter credit equals .67 semester credits.

Transfer students must complete graduation requirements outlined in this catalog. After Lewis & Clark receives a reservation deposit and before the transfer student enrolls, the Office of the Registrar evaluates transcripts of all previous college work to determine credit that is transferable toward Lewis & Clark's General Education requirements. To determine whether courses completed elsewhere meet requirements for an academic major, students should consult the department or program chair of that major.

CAMPUS HOUSING REQUIREMENT

Because of the residential nature of Lewis & Clark, all new students are required to live on campus their first two years (four semesters). Students are exempt from this policy if they are living with their parent(s) in the Portland area, are married, have a dependent, or are 21 years of age or older. Entering transfer students with at least 28 semester credits of transferable college work are also exempt from the campus housing requirement.

FALL SEMESTER ADMISSION CALENDAR

First-Year Applicants

September 1: Application materials available.

November 1: Early Action (nonbinding) application deadline.

January 1: Early Action notification.

February 1: Regular Decision application deadline.

March 15: Merit-based scholarship notification.

April 1: Regular Decision notification.

May 1: Early Action and Regular Decision tuition deposit¹ deadline (\$300).

Transfer Applicants

September 1: Application materials available.

January 1: Admission decision and merit-based scholarship notification begins on a rolling basis, within three weeks of file completion.

May 1: Tuition deposit¹ deadline (\$300).

MIDYEAR ADMISSION

First-year and transfer students may also be considered for January admission. Evaluation is based on the criteria stated above and applicants are encouraged to apply as early in the fall as possible, but no later than November 1. Notification is made after September 1 on a rolling basis.

DEFERRED ENROLLMENT

Admitted students may choose to defer their enrollment at Lewis & Clark for up to one year. A nonrefundable deposit is required to hold the student's place for a future semester. During the deferral period, a student may not attend another institution on a full-time, degree-seeking basis. Those interested in deferred enrollment may contact the Office of Admissions for more information.

ADVANCED STANDING

See Advanced Standing on pages 21-23 in this catalog.

¹ See also Costs, Advance Deposits in this catalog.

FURTHER INFORMATION

Students may obtain application information² by visiting the Lewis & Clark's website at www.lclark.edu or by e-mailing admissions@lclark.edu. They may also call 800-444-4111 or 503-768-7040 or write to Office of Admissions, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. The Admissions fax number is 503-768-7055. Potential transfer students can contact the transfer counselor directly through transfer@lclark.edu.

INTERNATIONAL STUDENT ADMISSION

As part of its commitment to international education, Lewis & Clark seeks to bring to the campus academically qualified students from diverse areas of the world. International student applicants are expected to be graduates of academically oriented secondary schools and meet entrance standards equivalent to those of U.S. applicants. The International Student Admissions Committee follows, as a minimum standard, recommendations for "U.S. institutions with selective admissions requirements" published by NAFSA: Association of International Educators, the National Association for College Admission Counseling, and the American Association of Collegiate Registrars and Admissions Offices.

For complete information about international student admission, contact International Students and Scholars, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone: 503-768-7305. Fax: 503-768-7301. E-mail: iso@lclark.edu. Web: www.lclark.edu/dept/iso.

VISITING STUDENT PROGRAM

Each year Lewis & Clark welcomes a few guest students who are in good standing at other accredited U.S. colleges or universities. Students apply to attend Lewis & Clark for a semester or year while they are sophomores, juniors, or seniors.

Course registration for visiting students is on a space-available basis. No Lewis & Clark financial aid is available. Campus housing is a possibility if there are room vacancies; students should work directly with the residence life office if they choose to pursue this option.

To apply, the student must submit a letter stating why he or she wishes to enroll and his or her goals while here, along with the Lewis & Clark visiting student application form, official transcripts of his or her college/university work to date, two faculty recommendations, and a recommendation from the dean of students at his or her home institution. Lewis & Clark's Office of Admissions must receive all application materials by August 1 for fall admission and by December 1 for spring admission. Students who wish to stay more than one year must reapply to Lewis & Clark.

For further information contact the Office of Admissions at admissions@lclark.edu.

SPECIAL STUDENT PROGRAM

A special student is a non-degree-seeking student who wishes to take a course, or courses, for academic credit at Lewis & Clark.

Course registration for special students is on a space-available basis. No Lewis & Clark financial aid is available.

To apply, the student must submit a letter stating why he or she wishes to enroll and his or her goals while here, along with the Lewis & Clark special student application form, and official high school or college transcripts. Lewis & Clark's Office of Admissions must receive all application materials by August 1

² See also Application Options.

for fall admission and by December 1 for spring admission. Registration for subsequent semesters is subject to review by the Admissions Committee.

For further information contact the Office of Admissions at admissions@lclark.edu.

SUMMER SESSIONS

Students in good standing at other accredited U.S. colleges or universities may enroll in summer session courses without applying for admission to Lewis & Clark.

Costs

Lewis & Clark, as a private institution, receives only modest support from federal and state funds. Revenues from tuition and fees cover approximately two-thirds the cost of services provided by Lewis & Clark. Income from endowment and gifts from trustees, alumni, and other friends of the institution meet the balance of these costs. Lewis & Clark reserves the right to change the charges for tuition, fees, and residence costs at any time and at the discretion of its Board of Trustees.

SUMMARY OF CHARGES

The annual tuition charge for the typical full-time undergraduate student is \$33,490. This is based on enrollment for two semesters. Students registered for fewer than 10 semester credits are charged tuition at the rate of \$1,674.50 per semester credit. In order for the per credit rate to be in effect, students who are registered for fewer than 10 credits must notify the registrar before the end of the semester add/drop period. Please refer to the course load policies on page 24 for details.

The annual Associated Students of Lewis & Clark (ASLC) Student Body Fee for the typical full-time undergraduate student is \$236. This is based on enrollment of two semesters. Students registered for fewer than 10 semester credits are charged the ASLC Student Body Fee at the rate of \$11.80 per semester credit.

The residence costs for students who live on campus are determined according to the room the student resides in and the meal plan he or she selects. Detailed information regarding room and meal plan charges can be found in the 2008-09 Costs chart on page 262.

The annual cost of Lewis & Clark's student insurance plan is \$1,280. This is based on enrollment of two semesters. Lewis & Clark requires that all degree-seeking and visiting undergraduate students have medical insurance coverage comparable to that offered through the school's comprehensive Student Health Insurance Plan. Students are afforded one opportunity each academic year to waive the school's coverage. The waiver deadline is the 15th day of the semester in which a student is eligible to complete a waiver. Eligible students who wish to decline the school's coverage must complete the insurance waiver online through the Aetna Student Health website (aetnastudenthealth.com). If students do not submit an annual health insurance waiver, they will be automatically enrolled in coverage through the Student Health Insurance Plan.

The annual Green Energy Fee is \$20 and is used to support Lewis & Clark's green energy purchasing initiative. This fee is charged in the fall semester. Students who do not wish to participate in the green energy purchasing initiative are afforded one opportunity each academic year to opt out. Students who wish to opt out of the green energy fee must complete the Opt Out form, available through Campus Living at www.lclark.edu/dept/reslife, each year.

All vehicles parked on campus must display a valid Lewis & Clark parking permit. Annual permits are sold at a rate of \$330 for individual commuters. Semester permits are sold at a rate of \$165 for individual commuters.

For information about summer session costs, refer to Summer Sessions on page 263.

SPECIAL COURSE FEES

Certain courses carry additional lab, studio, or other special fees. Course fees can be verified by viewing the appropriate class section using WebAdvisor.

OVERSEAS AND OFF-CAMPUS PROGRAM FEE

Except for the Munich Program, the semester cost of overseas and off-campus programs is \$22,688. The annual (two-semester) cost of the Munich Program is \$27,944. Detailed information regarding what is included in the comprehensive fee for overseas and off-campus programs can be found under Program Fee on page 180. Additional information regarding costs may be obtained from the Office of Overseas and Off-Campus Programs.

ACADEMIC ENGLISH STUDIES PROGRAM FEES

Students who have been admitted to the Academic English Studies (AES) Program and who are not enrolled in the College of Arts and Sciences are assessed the AES semester charge. This charge is \$5,320. Those AES students registered for fewer than 12 credit hours are charged at the rate of \$443.33 per semester credit.

AES students are subject to the same charges as other College of Arts and Sciences students for the Associated Students of Lewis & Clark (ASLC) Student Body Fee, residence costs, student insurance plan, Green Energy Fee, and parking permits. The Costs chart on page 262 details these charges.

BOOKS AND SUPPLIES

Each student provides, at his or her own expense, the necessary textbooks, equipment, and instructional supplies. The cost of books and supplies is estimated at \$1,050 per year. Costs will vary depending upon the curriculum and whether new or used books are purchased. Payments for books and supplies are made directly to the bookstore, which is located on the first floor of Templeton Campus Center. The bookstore is also accessible online through the Lewis & Clark website.

FLEX POINTS

Flex is value placed on a student's ID card, which is used like a declining balance. As a student spends the points, the flex point total is reduced by the amount of his or her purchase. One point equals \$1 in value. Any student (resident or commuter) may add flex points to his or her ID card at any time by visiting the Bon Appétit office located near the Fields Dining Room in Templeton Campus Center. Residential students may not purchase flex points in lieu of a required meal plan.

ADVANCE DEPOSITS

A nonrefundable deposit of \$300 is required from all students who intend to enroll at Lewis & Clark's College of Arts and Sciences. The postmark deadline for receipt of this deposit is May 1. This deposit will be applied against the first semester charges on the student's account.

Students accepted for overseas or off-campus study must pay a nonrefundable deposit of \$300 within 30 days of acceptance to a program. This deposit will be applied against the charges for the overseas or off-campus program of study.

SPECIAL RATE FOR ADDITIONAL DEPENDENTS

Lewis & Clark allows a 10-percent reduction in tuition charges for a second dependent and a 15-percent reduction for additional dependents attending the College of Arts and Sciences at the same time. To qualify for this tuition

reduction, the student and additional dependents must be enrolled as full-time students and not be receiving need-based financial aid.

STATEMENT OF STUDENT ACCOUNT

The Student and Departmental Account Service produces statements itemizing the activity on student accounts. The first statement of each semester is generated well before the beginning of the semester. Fall semester statements are mailed in July and spring semester statements are mailed in November. The fall deadline to settle student accounts typically is in mid-August. The spring deadline to settle student accounts typically is in mid-December. Thereafter, monthly statements will be generated if, for one reason or another, a student's account is carrying a balance due to the school.

When the statement is received, the student should verify all charges and credits and remit the net amount due. Certain forms of financial aid, such as the Federal Stafford Loan, Federal Parent Loan (PLUS), Federal Perkins Loan, Federal Pell Grant, and private student loans may not appear on the statement. These funds are not disbursed to Lewis & Clark until the beginning of each semester. If the student has been awarded any of these aid types and has completed the additional steps outlined in the award packet to secure loan funding, the student's aid is considered fully processed. The net proceeds of fully processed financial aid should be deducted from the balance of the statement of account. Please note that there is a 3-percent origination fee deducted from many Federal Stafford and PLUS loan disbursements. Only balances not covered by fully processed financial aid are required to be paid by the due date.

Bills are always mailed in the student's name. This is significant as it represents the fact that the student's account is just that—an account that belongs to the student. Therefore, any consequences of an outstanding balance will affect the student. The statements are mailed to students at their preferred addresses on record with the school. If a student wishes his or her bill to go to a different address, he or she can specify a unique billing address. Such a request must be submitted in writing to the Student and Departmental Account Service.

LATE REGISTRATION AND PAYMENT

If a student's initial class registration occurs after the semester due date, that student's registration is considered to be a late registration. In such cases, because the due date has already passed, the student is required to settle anticipated semester charges at the time of class registration. The Student and Departmental Account Service will work with the student to determine the anticipated semester charges in order to ensure registration and payment occur simultaneously.

NONPAYMENT OF CHARGES

Students owing Lewis & Clark and/or students who have not settled their charges will not be allowed to register or attend classes for future semesters. For an explanation of what it means to settle a student's account, please refer to the Student and Departmental Account Service website at www.lclark.edu/dept/cashiers. Lewis & Clark reserves the right to withhold grade reports, transcripts, and diplomas. Registration for future terms may be canceled as a result of an outstanding student account balance. Full payment of any balance due is required to facilitate the release of these documents and/or to clear a student for class re-registration. Additionally, past due balances not covered by fully processed financial aid are subject to late fees. Lewis & Clark reserves the right to assess late fees to all past due student accounts. Balances of \$999 and below are subject to a per semester \$10 late fee. Balances of \$1,000 and above are subject to a per semester \$100 late fee.

DISHONORED PAYMENTS

A \$25 fee will be placed on the student's account for any payment returned to Lewis & Clark or its payment processing partner, Tuition Management Systems, by the bank. This fee may not be reversed. The Student and Departmental Account Service will send notice to the student of the dishonored payment. The student must make restitution and remit payment of the returned payment fee within 10 days following this notification. Lewis & Clark reserves the right to refuse a personal check for payment in certain circumstances.

MONTHLY PAYMENT OPTION

To help students meet their educational expenses, Lewis & Clark has partnered with Tuition Management Systems (TMS) to administer a monthly payment plan. This plan features 10 interest-free installments beginning July 15 and ending April 15. If you would like to find out more information about TMS and are interested in setting up a payment plan, please visit their website at www.afford.com.

Students who have established a TMS monthly payment plan will receive conditional credit on their student account each semester for that semester's portion of the contract. Payment plans terminated by TMS for nonpayment are returned to Lewis & Clark. Payment of the full balance outstanding for the semester is due to the school immediately upon termination. Refunds for credit balance covered under the monthly payment plan cannot be processed until the last payment has been credited to the student's TMS account. Refunds are made payable to the student.

WITHDRAWAL

Lewis & Clark plans its operations on the basis of projected income for the full academic year. A general assumption is that students will remain enrolled until the end of the semester unless unforeseen circumstances necessitate their withdrawal.

If it becomes necessary for a student to withdraw from Lewis & Clark, the student must follow the Withdrawal procedures outlined on pages 32-33. Lewis & Clark's policies allow for charges to be prorated based on the date of notification appearing on the completed withdrawal form. Students are liable for charges in accordance with the adjustment policies below.

POLICY OF CHARGE ADJUSTMENT

Students who withdraw from Lewis & Clark must follow the Withdrawal procedures found on pages 32-33. The date of notification appearing on the completed Withdrawal form is the date used for adjusting charges (excluding residence costs). In addition, students who receive financial aid are subject to a separate Financial Aid Withdrawal Policy detailed on page 266.

Tuition and the ASLC Student Body Fee are prorated on a per-day basis, based on the academic calendar, up to the 60-percent point in the semester. After the 60-percent point in the term, the charges for tuition and the ASLC Student Body Fee are not adjusted.

Room and board charges are prorated on a per-day basis through the date a student formally checks out of campus housing. A student is financially responsible for the condition of their vacated room.

If a student withdraws from Lewis & Clark prior to the 15th day of the term, the fee for the school's Student Health Insurance Plan and the Green Energy Fee will be reversed in full. If a student withdraws after the 15th day of the term, the fee for the school's Student Health Insurance Plan and the Green Energy Fee will not be adjusted.

Miscellaneous charges such as library fines and Student Health Service charges will not be adjusted if a student withdraws from Lewis & Clark.

If a student drops or withdraws from a course that has an associated fee, the course fee is handled in the following way: If the student drops the course before the end of the add/drop period as defined on the academic calendar, then the course fee is reversed in full. If the student withdraws from the course after the end of the add/drop period as defined on the academic calendar, then the course fee is not adjusted.

In the case of a student's death during the term, all of his or her semester charges will be reversed in full. If this reversal of charges results in a credit balance on the student's account, a refund will be made to the student's estate.

REFUND OF CREDIT BALANCES

After all necessary adjustments have been made to a student's account, any resulting credit will be refunded. Federal regulations require that credit balances resulting from a Federal PLUS disbursement be refunded to the parent borrower unless a written authorization is on file allowing the credit balance to be released to the student or held on the student's account. Such an authorization must be on file for each Federal PLUS loan borrowed. If the student's expenses are covered by a formal billing arrangement between Lewis & Clark and the student's employer, government agency, or other sponsor, credit balances will be refunded to the third party sponsor. In all other cases, credit balances on a student's account will be refunded in the name of the student.

2008-09 COSTS

Lewis & Clark reserves the right to change the charges for tuition, fees, and residence costs at any time and at the discretion of its Board of Trustees. The following charges are for a two-semester academic year.

<i>Tuition and Fees</i> ³	
Tuition ⁴	\$33,490
Associated Students of Lewis & Clark (ASLC) Student Body Fee ⁵	\$236
Health Insurance (compulsory) ⁶	\$1,280
Green Energy Fee (fall semester only)	\$20
<i>Residence Costs</i> ⁷	
Double Room	\$4,610
Single Room	\$5,310
Campus Apartment	\$6,010
Board, 19 Meal Plan	\$4,284
Board, 14 Meal Plan	\$3,982
Board, 14 Flex	\$4,210
Board, 10 Flex	\$4,236
Board, 7 Flex	\$4,018
Flex Only	\$1,150

³ Tuition and fees do not reflect special course fees, such as studio or lab fees, associated with individual classes a student may register for. Course fees can be verified by viewing the appropriate class section using WebAdvisor.

⁴ Students registered for fewer than 10 semester credits will be charged tuition at the rate of \$1,674.50 per semester credit.

⁵ Students registered for fewer than 10 semester credits will be charged the ASLC Student Body Fee at the rate of \$11.80 per semester credit.

⁶ Students are given one opportunity each academic year to waive the school's coverage. For information about waiving the health insurance fee, please refer to Summary of Charges on page 258.

⁷ A meal plan is obligatory for all students who live on campus. Flex is value placed on a student's ID card, which a student uses like a declining balance. One flex point equals \$1 in value. Points carry over from semester to semester, if a student remains on a meal plan. At the end of the academic year, any unused points are lost.

Please visit the Transportation and Parking website (www.lclark.edu/dept/parking) for a listing of parking permit costs and regulations.

SUMMER SESSIONS

Tuition for summer sessions is charged on a per-credit-hour basis and is discounted from regular semester rates. Summer 2008 tuition is \$720 per credit. Please visit the Summer Sessions website at www.lclark.edu/org/casummer for the latest information about summer tuition and campus housing costs.

As with fall and spring offerings, some summer courses are subject to additional fees to help cover laboratory supplies, field trips, and other incidental expenses. Check to see if a section has a fee by viewing the appropriate class section on WebAdvisor.

Students who wish to enroll in one or both summer sessions are required to pay a deposit of \$100 per session at the time of their class registration. This deposit will be applied against the summer session charges. Students who cancel their class registration at least one week before the start of the applicable session are eligible for a deposit refund.

Payment of summer session tuition and fees is due on the first day of the summer session the student is attending. Lewis & Clark does not mail bills for summer sessions in advance of the payment due date. The consequences of carrying an outstanding balance are detailed under Nonpayment of Charges on page 260.

Students who wish to withdraw from a summer session must follow the withdrawal procedures outlined on page 27. Lewis & Clark's policies allow for summer charges to be prorated based on the date of notification on the completed Withdrawal form. Students who withdraw on or before the date of the first scheduled course meeting are eligible for a full refund of their tuition charge and any applicable class fee. Students who withdraw after the first scheduled course meeting receive no refund.

Student Financial Services

DIRECTOR: GLENDI GADDIS

Lewis & Clark recognizes the challenges students and their families face in financing the cost of attending college. While the primary responsibility for financing education lies with each student and his or her family, Lewis & Clark is committed to working in partnership with students and their families in making a Lewis & Clark education an attainable goal. Financial assistance in the form of gift aid (grants and scholarships) and self-help aid (student employment and loans) is offered through the Office of Student Financial Services.

Approximately 69 percent of Lewis & Clark's undergraduate students receive some form of financial assistance, with individual aid packages ranging from \$2,000 to \$43,020 a year. Over \$32 million in financial aid from Lewis & Clark, federal, and state resources is distributed annually.

The financial aid programs described in this catalog are available to Lewis & Clark undergraduates. Financial aid programs for graduate and law students are described in the appropriate catalogs.

APPLYING FOR FINANCIAL AID

To receive financial assistance from Lewis & Clark, students must be admitted as degree-seeking students to Lewis & Clark, must be U.S. citizens or eligible noncitizens, must not be in default on educational loans nor owe repayment of federal grant funds, and must be making satisfactory academic progress toward graduation (as defined in this catalog).

Students are eligible to receive financial aid for up to four years (eight semesters) of full-time undergraduate study. Eligibility for transfer students is based on the number of credits accepted by Lewis & Clark. Students who are applying for financial aid are expected to be enrolled full time in order to receive assistance. Students enrolled less than full time are not eligible for assistance from Lewis & Clark resources and will be subject to reductions in federal assistance compared to full-time students. Full-time enrollment as an undergraduate student is defined as registering for 12 credits or more.

All students who wish to be considered for federal and state funding must complete the Free Application for Federal Student Aid (FAFSA). Students who entered Lewis & Clark prior to the fall 2008 semester may apply for need-based Lewis & Clark funding by submitting only the FAFSA. All other students who wish to be considered for need-based funding from Lewis & Clark must complete the CSS Profile administered by College Board. Continuing students must also complete the brief College Aid Application each year to initiate renewal consideration for both merit and need-based Lewis & Clark assistance.

Financial aid is awarded for one academic year and students must reapply beginning January 1 of each year. Students can expect their financial aid to be renewed each year provided they submit all necessary information by the March 1 priority filing date, demonstrate the same level of financial need, and make satisfactory academic progress toward graduation. Students who submit applications after the March 1 priority filing date are awarded aid subject to the availability of funds. Changes in a student's demonstrated need may result in an adjustment to the financial aid package offered. Lewis & Clark reserves the right to adjust aid awards if actual funding for aid programs differs from anticipated levels.

Financial need is defined as the difference between the standard cost of attendance budget—which includes allowances for room and board, books and supplies, miscellaneous personal expenses, and transportation, as well as tuition and fees—and the amount a family is expected to contribute toward meeting that total. Lewis & Clark uses a needs analysis formula known as institutional methodology to evaluate family finances and calculate an expected family contribution, which in turn is used to determine eligibility for need-based Lewis & Clark funding. Factors considered in the evaluation of family finances include income, savings and other assets, family size, and the number of siblings enrolled as undergraduate students. The expected family contribution used to determine eligibility for federal student aid is determined by applying a needs analysis formula known as federal methodology to the information provided on the FAFSA. Because the institutional and federal methodologies differ from one another, the federal expected family contribution (EFC) can vary significantly from the expected family contribution calculated by Lewis & Clark.

Scholarships and grants awarded from Lewis & Clark resources typically do not exceed the cost of full tuition and required fees. The total amount of assistance from all sources (Lewis & Clark, federal, state, and external resources) may not exceed the established cost of attendance. Need-based federal funding must be awarded within the confines of demonstrated financial need, taking into account all other resources available to the student.

SATISFACTORY ACADEMIC PROGRESS POLICY

Students are required to maintain satisfactory academic progress and to remain in good academic standing to be eligible for federal, state, and institutional financial assistance. A student must meet both qualitative and quantitative standards that indicate satisfactory progress toward his or her degree.

The qualitative standard required by the Satisfactory Academic Progress Policy is that a student must maintain a cumulative GPA of at least 2.000 at all times. This standard is measured at the end of fall and spring semesters.

The quantitative standard is measured each year at the end of the spring semester. To remain in compliance with the Satisfactory Academic Progress Policy for financial aid eligibility, students have a maximum of nine semesters of college work in which to complete their degree programs. Therefore, in order to meet the quantitative standard, they must have earned the following number of cumulative credits by the end of the spring semester:

Number of semesters attended	Cumulative credits required	Number of semesters attended	Cumulative credits required
1	14	6	84
2	28	7	98
3	42	8	112
4	56	9	128
5	70		

Lewis & Clark Institutional Aid Eligibility

Lewis & Clark will grant eight semesters of institutional aid to students who enter the College of Arts and Sciences as first-time freshmen. Institutional aid eligibility is prorated for transfer students as noted below.

Transfer Credit and Summer Enrollment

All semesters of enrollment will be counted toward the nine-semester maximum time frame, whether or not the student received aid during a particular semester. This includes semesters at Lewis & Clark and non-Lewis & Clark coursework accepted for credit at Lewis & Clark. Credits earned prior to enrollment at Lewis & Clark will impact the maximum time frame for degree completion as follows:

Credits transferred	Semester equivalency	Semesters remaining	Lewis & Clark aid semesters remaining
0-13	0	9	8
14-28	1	8	7
29-41	2	7	6
42-55	3	6	5
56-68	4	5	4

Summer credits at Lewis & Clark and credits earned elsewhere between periods of Lewis & Clark enrollment will impact the maximum time frame as follows:

Credits transcribed from a single period of enrollment ⁸	Semester equivalency
0-5	0
6-13	0.5
14+	1

Unsatisfactory Completion of a Course

Withdrawal (W), a course grade of Incomplete (I), a grade of F, or a No Credit designation is not considered satisfactory completion of a course. Course credit for an Incomplete (I) course can be counted only if the course requirements are completed within the time prescribed by Lewis & Clark. A total semester withdrawal will count as one semester toward the maximum time frame of nine semesters. If Lewis & Clark institutional aid was used to cover any portion of the costs associated with the total withdrawal semester, it will count toward the eight semester maximum of Lewis & Clark aid.

Noncredit Remedial Coursework

A maximum of four credits of remedial coursework that do not count toward graduation requirements (e.g., Mathematics 055 and certain Academic English Studies courses) will count toward the quantitative component.

Appeal Process

Petition letters are accepted along with an academic plan endorsed by the academic advisor or other faculty/advising staff member acting in that capacity. Appeals are accepted for students who fail to meet the qualitative, quantitative, and maximum time frame components.

Impact of Academic Standing on Financial Aid Eligibility

Students who are placed on academic probation are not considered to be in good academic standing and are therefore not eligible to receive financial aid. This applies even if the student is in otherwise good standing with regard to the Satisfactory Academic Progress Policy. Students placed on probation may use the appeal process described above to petition for reinstatement of their financial aid eligibility.

WITHDRAWAL POLICY

Students who have received financial aid and withdraw will receive their refund (if any) after the required portion of their financial aid is returned to the aiding programs. Financial aid is earned in a prorated manner on a per-day basis based on the academic calendar up to the 60-percent point in the semester. After that point, students retain 100 percent of the aid applied to their student account. The date of notification appearing on the completed Withdrawal form is the date used for determining the amount of financial aid that the student will retain. Recalculation of financial aid for withdrawing students is based on the following formula: Percent of aid earned equals the number of days completed up to the withdrawal date divided by the total number of days in the semester. Students are encouraged to meet with a counselor in the Office of Student Financial Services to discuss the financial aid implications of withdrawal prior to beginning the withdrawal process.

⁸ A single period of enrollment is defined as a single summer semester at Lewis & Clark (Session I and/or Session II) or a single semester or quarter of enrollment at another institution.

SOURCES OF ASSISTANCE

"Financial aid" includes resources awarded in the form of gifts (grants and scholarships) and self-help (student employment and loans). Funding for these resources is provided by Lewis & Clark; federal and state government; and private organizations, businesses, and individuals. While the majority of assistance is awarded primarily on the basis of demonstrated financial need, Lewis & Clark also offers certain select scholarships to students based on merit, without consideration of financial need.

MERIT-BASED ASSISTANCE

Barbara Hirschi Neely Scholarship⁹ Up to 10 full-tuition scholarships are awarded to entering first-year students who demonstrate a commitment to learning that characterizes the best of Lewis & Clark students. Special preference is given to students committed to studying science and natural systems or intercultural and international issues. The Awards Committee selects recipients from a pool of outstanding applicants identified by the Office of Admissions. Scholarships are renewable based on continued academic excellence. Neely scholars are expected to complete 32 semester hours per academic year, of which at least 24 are graded, and maintain a cumulative grade point average of 3.300 or higher.

Trustee Scholarship⁹ Up to 15 half-tuition scholarships are awarded to entering first-year students who demonstrate a commitment to learning that characterizes the best of Lewis & Clark students. Special preference is given to students committed to studying science and natural systems or intercultural and international issues. The Awards Committee selects recipients from a pool of outstanding applicants identified by the Office of Admissions. Scholarships are renewable based on continued academic excellence. Trustee scholars are expected to complete 32 semester hours per academic year, of which at least 24 are graded, and maintain a cumulative grade point average of 3.300 or higher.

National Merit Herbert Templeton Scholarship Awards of \$1,000 are awarded to entering first-year students who have been selected as National Merit Scholars and have named Lewis & Clark as their first-choice college with the National Merit Corporation prior to May 1. To qualify, applicants must take the Preliminary Scholastic Assessment Test (PSAT) no later than their junior year of high school. Additional information is available through high school counselors or the National Merit Corporation.

Dean's Scholarship A number of scholarships of \$4,000 to \$10,000 are awarded by the Office of Admissions to entering students based on their academic program and performance as evidenced in the materials submitted for admission to the College of Arts and Sciences. Scholarships are renewable provided the student maintains a cumulative grade point average of 3.000 or higher.

Leadership and Service Award A number of \$5,000 scholarships are awarded by the Office of Admissions to entering students based on their academic profile and exemplary commitment to leadership and service. Scholarships are renewable provided the student maintains a cumulative grade point average of 2.800 or higher and actively participates in leadership and service during his or her enrollment at Lewis & Clark.

R.B. Pamplin Corporation Scholarship Two \$2,500 scholarships are awarded each spring to currently enrolled sophomore students for use in their junior and senior year. Students are invited to apply based on academic merit. Recipients are selected by the Awards Committee, with consideration given to community and college service as well as academic performance.

⁹ The amount of these scholarships is based on tuition and fees, including ASLC fees. See Summary of Charges in this catalog for details.

Alumni Leadership Award Scholarships Three scholarships of \$2,500 are awarded to upperclass students who have demonstrated outstanding contributions to the Lewis & Clark community through their involvement in activities on and off campus.

Ben B. Cheney Foundation Scholarship Five \$2,000 scholarships are awarded each spring to currently enrolled first-year students for use in their sophomore year. An additional five \$2,000 scholarships are awarded each spring to currently enrolled junior students for use in their senior year. Students are invited to apply based on academic merit. Recipients are selected by the Awards Committee, with consideration given to community and college service as well as academic performance.

Forensics Scholarship Scholarships ranging from \$1,500 to \$7,500 are awarded annually to students who have outstanding records of achievement in debate and forensics. The amount of the award is determined on the basis of financial need. The scholarship is renewable on the recommendation of the director of the forensics program. Students may apply through the Department of Communication.

Music Scholarship Scholarships ranging from \$1,500 to \$7,500 are awarded annually to students who have outstanding musical talent. The amount of the award is determined on the basis of financial need. Participation in the music program is required for renewal. The application process includes an audition. Further information may be obtained through the Department of Music.

William J. Ingram Scholarship This scholarship, established through the estate of William J. Ingram '32, is awarded to an outstanding senior student majoring in chemistry.

Leon Pike/Edgar Reynolds Scholarship This scholarship is awarded to one or two upperclass theatre students, with a preference given to technical and design students.

Howard Ross Warren Scholarship This scholarship is awarded to one or two upper-class theatre students under the age of 25 who show unusual talent and promise in the area of art.

Federal Parent Loan for Undergraduate Students (PLUS) Parents may borrow funds up to the total cost of their student's education minus other financial aid for each undergraduate dependent student through a private lending institution. The federal government requires the lender to deduct a 3-percent origination fee and the guarantor to deduct an insurance fee of up to 1 percent from the loan principal at disbursement. Effective July 1, 2006, the interest rate is fixed at 8.5 percent. Repayment begins within 60 days of the last disbursement of funds. Eligibility is determined through the filing of the FAFSA. For additional information, contact the Office of Student Financial Services.

NEED-BASED ASSISTANCE

See also *Endowed Scholarship Funds* in this catalog.

Lewis & Clark Grant Grants are awarded to students on the basis of financial need and overall strength as applicants. Students who submit the FAFSA are considered for this funding source. Renewal of grants is not guaranteed because financial need must be assessed each year.

Lewis & Clark Endowed Scholarships These scholarships are awarded to students who have strong academic records and demonstrated financial need. Endowed scholarships are funded by the annual income from financial gifts held in Lewis & Clark's endowment. Each recipient is notified about the specific gift funding his or her scholarship and may be asked to write a note of thanks to the donor or participate in a donor recognition event. See also *Endowed Scholarship Funds* in this catalog.

Donald G. Balmer Scholarship This scholarship, which honors Professor Balmer's history of exceptional teaching and scholarship, is awarded to outstanding upper-class political science majors who demonstrate academic strength and financial need.

Lloyd K. and Ana Maria Hulse Scholarship This scholarship honors Professor Hulse's long history at Lewis & Clark where he taught the Spanish language as well as the culture and literature of Spanish-speaking countries. Upper-class students with a strong academic record, demonstrated financial need, and who are majoring in either Hispanic studies or Spanish are invited to apply for this scholarship.

The International Student Scholarship One scholarship is awarded to an international student who articulates and demonstrates a love of learning, a passion to achieve higher standards, and a desire to participate in the development of the Lewis & Clark community, with consideration given to financial need. This scholarship was established by alumni to commemorate the international dimension of their Lewis & Clark experience and to provide a lasting impact on the cross-cultural commitment of the institution. It was founded in memory of Meg O'Hara, former dean of students, but has been expanded to include memorials to others who have contributed to international life at Lewis & Clark.

Mary Stuart Rogers Scholarship Scholarships are awarded each spring to currently enrolled sophomores and juniors for use in their junior or senior year of undergraduate study. Recipients are selected by the Committee on Admissions, Awards, and Academic Standing, with consideration given to academic achievement, outstanding leadership qualities, and financial need.

Summit Scholarship This scholarship is awarded to students who have participated in cocurricular activities that benefit the academic community or community at large, with consideration given to academic achievement and financial need, and with a preference for students who have overcome special challenges.

Kent Philip Swanson Jr. Memorial Scholarships These scholarships were established by his parents to honor the life of Kent P. Swanson Jr. '95. Two scholarships are awarded to upper-class biology students who demonstrate excellence in biology, financial need, and a love of the outdoors. One scholarship is awarded to an upper-class student who demonstrates financial need as well as excellence in the field of ceramics.

Federal Pell Grant Federally funded grants are awarded to financially needy students who meet the program's specific requirements. Federal Pell Grants for the 2007-08 academic year ranged from \$400 to \$4,310.

Federal Supplemental Educational Opportunity Grant Federally funded grants are awarded to students who demonstrate exceptional financial need, with priority given to Federal Pell Grant recipients. The amount of the grant ranges from \$500 to \$3,000 per year depending on available funding.

Academic Competitiveness Grant (ACG) Federally funded grants are awarded to students who meet the program's specific requirements, including receipt of the Federal Pell Grant and completion of a rigorous secondary school program of study recognized by the Department of Education. Up to \$750 may be received for the first academic year of study and up to \$1,300 for the second year of academic study.

Natural Science and Mathematics Access to Retain Talent (SMART) Grant Federally funded grants of up to \$4,000 for the third and fourth academic years of study are awarded to students who meet the program's specific requirements. Recipients must have at least a 3.000 cumulative grade point average and major in mathematics, science, technology, engineering, or critical foreign languages as defined by the Department of Education.

Oregon Opportunity Grant Students who are residents of Oregon may be eligible to receive assistance funded by the state. Eligibility is determined by the Oregon Student Assistance Commission using financial information provided on the FAFSA.

External Scholarships Students are encouraged to seek assistance through external sources. Students should investigate the possibility of scholarships through their parents' employers, professional associations, community organizations, fraternal groups, churches, local businesses, PTAs, veterans posts, and similar groups. Many high school counseling centers maintain free reference information on scholarship opportunities, and the Internet is a good resource for information leading to these funding sources. External resources must be considered when determining a student's eligibility for assistance and are treated as a resource in addition to the expected family contribution. Students are responsible for notifying the Office of Student Financial Services of funding they are awarded from any external sources. If a student's financial aid award must be revised because of external scholarships, Lewis & Clark normally looks first at the loan and employment portion of the package in considering where to make a reduction.

Federal Stafford Loan (Subsidized and Unsubsidized) Undergraduate students may be certified by the Office of Student Financial Services to obtain a loan through a private lending institution. First-year students may borrow a maximum of \$3,500; sophomores may borrow up to \$4,500; juniors and seniors may borrow up to \$5,500 per year (up to an aggregate undergraduate total of \$23,000). Principal and interest payments are deferred for six months after the borrower ceases to be enrolled at least half time. The federal government also requires the lender to deduct an origination fee of approximately 3 percent of the principal and the guarantor to deduct a default management fee of up to 1 percent of the principal from each disbursement of the loan. Eligibility for Stafford loans is determined through the filing of the FAFSA. Students who do not qualify for a subsidized Stafford Loan may apply for an unsubsidized loan. Unsubsidized loan borrowers are responsible for the interest that accrues during in-school and grace periods, though payments may be deferred.

Federal Work-Study This federally funded program provides the opportunity for students to work part-time during the academic year. Work-study positions are typically on campus and wage rates range from \$7.95 to \$8.95 an hour. Paychecks are issued once a month. Eligibility for this program is based on financial need as determined by analysis of the information provided on the FAFSA.

Federal Perkins Loan These long-term, low-interest loans are awarded to students who demonstrate need according to federal regulations. A student may borrow an annual maximum of \$4,000 through this program, with an aggregate of \$20,000 during the undergraduate years. Actual awards vary, contingent on available funding. The interest rate is 5 percent, with repayment beginning nine months after the student ceases to be enrolled at least half time.

Financial Resources

The development of the Lewis & Clark campus and the growth of its endowment fund have been made possible through the generosity of alumni, trustees, parents, and many friends. On May 31, 2008, the market value of the endowment was \$234 million, and the market value of trusts was \$12.4 million.

As an independent, nonprofit college, Lewis & Clark has benefited from an ongoing flow of gifts and grants in support of its programs. Annual gifts provide funds for scholarship support, for specific projects, and for operating expenditures, while capital gifts have provided the major campus buildings. Major gifts,

bequests, and trusts make possible endowed professorships, scholarships, lectureships, awards, and specific programs. Lewis & Clark is grateful to those who have made possible the permanent endowed funds listed below.

ENDOWED PROFESSORSHIPS¹⁰

U.G. Dubach Professorship in Political Science, established in 1966 to honor Ulysses Grant Dubach, professor and chair of political science from 1947 to 1958.

James F. Miller Professorship in the Humanities, established in 1999 by James F. Miller, who was a member of the Board of Trustees and a life trustee.

Morgan S. Odell Professorship in the Humanities, established in 1990 by friends and alumni to honor Morgan Odell, the first president of Lewis & Clark College (1942 to 1960).

The Pamplin Professorships, established in 1993 as part of the Dr. Robert B. Pamplin Jr. Society of Fellows. The four professorships focus on areas of study central to the understanding and exercise of contemporary international leadership: history, economics, government, and science. Robert B. Pamplin Jr., Lewis & Clark '64, '65, '66, now a life trustee of Lewis & Clark, chaired the Board of Trustees from 1991 to 1996.

James W. Rogers Professorship in Music, established in 1995 by the Mary Stuart Rogers Foundation in honor of the late James W. Rogers '64, a member of the College Choir and a lifelong supporter of the music program.

William Swindells Sr. Professorship in the Natural Sciences, established by friends and family in 1990. William Swindells was a member of the Board of Trustees (1958 to 1981) and a life trustee (1981 to 1985).

Paul S. Wright Professorship in Christian Studies, established in 1998 by Paul and Marie Wright and friends of Lewis & Clark. Paul S. Wright served as theologian-in-residence for Lewis & Clark until his death at the age of 99.

ENDOWED LECTURESHIPS

Mark Chamberlin Lectureship, established in 1980 by Mark and Corinne Chamberlin to bring to campus nationally and internationally acclaimed representatives of the Jewish and Christian communities.

National Endowment for the Humanities Film and Lecture Fund, an endowed fund from a 1980 NEH matching grant, used to bring scholars to campus for symposia and lectures.

Public Policy Lecture Fund, established in 1964 to fund the annual Herman Steinhardt Lecture honoring the former chair of the Department of Economics.

Arthur L. Throckmorton Memorial Lecture, established in 1963 in memory of the former chair of the Department of History (1957 to 1962) for an annual lecture by a distinguished historian.

INSTITUTIONAL SUPPORT

Mabel M. Akin Educational Fund, established in 1963 by a bequest from Mabel Akin, Lewis & Clark trustee (1950 to 1956) and life trustee (1956 to 1963), to help support Akin Residence Hall.

Arnold Student Art Gallery Fund, established in 1997 by Mike Arnold, a trustee (1997 to 2002), and his wife, Anne, to provide support for the student art gallery in the Fields Center for the Visual Arts.

Copeland Residence Hall Fund, established in 1977 in memory of Joseph Copeland, Lewis & Clark trustee (1944 to 1962) and life trustee (1962 to 1978), for maintenance of the building.

Harry D. Haley Fund, established in 2002 by a bequest from Harry D. Haley, to provide support for the Department of Physics.

¹⁰ In addition to the professorships listed here, funds have been set aside for the establishment of other named professorships, not yet fully endowed.

Kenneth Kinnear Religious Studies Fund, established in 1980 in honor of Kenneth Kinnear, former professor of religious studies, to assist the Department of Religious Studies.

Korean Study Grant Fund, established in 1979, to support study of East Asia.

Vernon Long Memorial Fund, established in 1991 in honor of Vernon Long, former professor of physics, to support the Department of Physics colloquium.

Odell Hall Fund, established in 1980 in honor of Ruth Odell, wife of Morgan Odell, first president of Lewis & Clark (1942 to 1960).

Phi Kappa Phi Fund.

President's Discretionary Fund, established in 1985 with grants from the Andrew W. Mellon and William and Flora Hewlett foundations and continued through the support of individual donors.

John S. Rogers Science Research Program Fund, established in 1999 to offer outstanding science students opportunities to collaborate in significant scientific investigation with faculty mentors, and to prepare these students for careers in the sciences.

Mr. and Mrs. Laurence L. Shaw Library Fund, established in 1978 by Laurence Shaw, Lewis & Clark trustee (1963 to 1972) and life trustee (1972), and his wife.

Raphael Spiro Discretionary Music Fund, established in 2001 by a bequest from Raphael Spiro, to provide support for the Department of Music.

Templeton Plant Fund, established in 1988 by Hall Templeton, Lewis & Clark trustee (1960 to 1969) and life trustee (1969 to 1992), to maintain and rehabilitate the physical plant.

Throckmorton-Stevens Research Fund, established in 1998 by Rosemary Stevens '57, in memory of Arthur L. Throckmorton, to support collaborative research by students and faculty.

Track and Field Maintenance Fund, established in 1989 by G. Eldon Fix, professor emeritus of health and physical education, who was Lewis & Clark's track coach from 1946 to 1981.

Olive Trubey and Inez Schuster Fund, established in 1980 by Doris Trubey '41 and Forest Trubey '46, to provide instructional support for the purchase of music, equipment, or instruments in the Department of Music.

AWARDS

Paul Barney Prize for Contribution to Campus Life, established in 1983 in memory of Paul, who was a Lewis & Clark student from 1979 until his untimely death in 1982. Recipient is a senior with attributes and character similar to Paul's.

Jerry Baum Award, established in 2007 by the Department of English, alumni, family, and friends to honor the memory of R. Jerold (Jerry) Baum, former professor of English. Recipient is a senior whose senior seminar paper addresses the relationship between literature and history and is recognized as outstanding by the English faculty.

Pamplin Fellowships, established in 1993 by Dr. Robert B. Pamplin Jr. Each spring seven new fellows are named from the first-year class. The society recognizes students' commitment to developing mind, body, and spirit in equal measure. Selected by the president of Lewis & Clark, fellows demonstrate academic excellence, outstanding potential for leadership, dedication to community service, commitment to physical health, and unimpeachable integrity.

Rena Ratte Award, established in 1970 by family and friends in memory of Ratte, a Lewis & Clark philosophy instructor and professor during the 1960s. Recipient is a senior who has consistently produced work of the greatest distinction.

Troy Ridenour Award, established in 1987 by family and friends in memory of Troy, who was a Lewis & Clark student from 1985 until his untimely death in 1987. Recipient is a sophomore who most embodies Troy's values and spirit.

Neil Sabin Championship Debate Fund, established in 1985 to honor Cornelius (Neil) Sabin, who was a professor of communication and director of forensics. Recipient is a member of an outstanding debate team, who receives the scholarship to help meet expenses for the next academic year.

ENDOWED SCHOLARSHIP FUNDS

Lewis & Clark gratefully acknowledges the special gifts that established these named scholarship funds. For information about applying for merit-based scholarships and need-based aid, see the Student Financial Services section of this catalog.

George F. Aberle Scholarship Fund

Charles F. Adams Scholarship Fund

Mabel M. Akin Scholarship Fund

Albany College Scholarship Fund

John M. Allen Scholarship Fund, for male students in economics

Alumni Scholarship Fund

John Lang and Sarah Park Anderson Memorial Scholarship Fund, for students in religious studies

Lillian B. Anderson Scholarship Fund

Terry C. Angell Memorial Scholarship Fund

Katherine Sabin Arnold Scholarship Fund, for women students in mathematics or science

Art Scholarship Fund, for students majoring in art

Katherine M. Arthur Memorial Scholarship Fund

Robert Arthur Scholarship Fund

Emma Bailey Scholarship Fund

Donald G. Balmer Scholarship Fund, see description under Need-Based Assistance

John V. Baumler Memorial Scholarship Fund, for international students in economics

Jack and Alice Baxter Scholarship Fund, for students in art, with a preference for a student concentrating in photography

Eleanor Beard Scholarship Fund

John W. Beard Memorial Scholarship Fund, for students preparing for a church vocation

Catherine R. Beggs Scholarship Fund

Alois C. Beglinger Scholarship Fund

Edward and Rose Bensel Memorial Scholarship Fund

Berg Family Scholarship Fund

George J. and Mittie D. Bishop Scholarship Fund, for students preparing for a church vocation

Mary V. Bishop Scholarship Fund

Ralph L. Blachly Scholarship Fund, for students in science

Tressa Blackburn Scholarship Fund

Esther A. Blackwood Scholarship Fund

Mary S. Blair-Kimmel Scholarship Fund

Mary H. Blanchard Scholarship Fund

George Blodgett Scholarship Fund

Bertha O. Bodine Memorial Scholarship Fund, for women students

Wendy and Rod Bond Overseas Study Scholarship Fund, for students on their first Lewis & Clark overseas study program

Eugene M. Booth Scholarship Fund

Archie E. Bradshaw Scholarship Fund

Arlee Bragg Scholarship Fund

Francis W. and Jessie L. Brodie Memorial Scholarship Fund, for international students
 William A. Brooks Scholarship Fund
 William A. and Effie S. Brushoff Scholarship Fund, for international students
 Lester W. Buell Scholarship Fund
 Jack H. Burns Scholarship Fund
 Harry J. Casey Scholarship Fund
 Tom M. Castlen Scholarship Fund
 Collier F. and Georgia H. Cathay Scholarship Fund, for honors students
 Robert T. and Mary E. Catlin Scholarship Fund
 Ruth E. Clark Scholarship Fund
 Class of 1949 Scholarship Fund
 Class of 1950 Terry Cady Memorial Scholarship Fund
 Class of 1951 Scholarship Fund
 Class of 1952 Scholarship Fund
 Class of 1953 Scholarship Fund
 Class of 1954 Scholarship Fund
 Classes of 1956/2006 Scholarship Fund
 Class of 1959 Scholarship Fund
 Class of 1960 Scholarship Fund
 Clausen Family Scholarship Fund
 John Howard Connolly Scholarship Fund, for students under 25 years of age in music, art, or theatre
 Craig F. Courtemanche Scholarship Fund
 Ellen Franco Cox Scholarship Fund, for students of music or voice
 E. Victor Creed Scholarship Fund, for students in music
 Martha J. Crick Memorial Scholarship Fund
 Gerry Crockwell Scholarship Fund
 Steven D. Crow Scholarship Fund
 Irwin D. and Ruth Custer Memorial Scholarship Fund
 Mrs. Lee Davenport Scholarship Fund
 Vincent P. de Poix Scholarship Fund
 John and Phoebe Dierdorff Scholarship Fund
 Mary Dimond Scholarship Fund, for international students
 Eugene H. and Colista Dowling Scholarship Fund
 Harriet Drake Scholarship Fund
 Franz Drinker Scholarship Fund
 Augusta Parker Dunbar Memorial Scholarship Fund, for students preparing for church service
 Dusenbery Scholarship Fund
 Robert Dusenbery Memorial Scholarship Fund, for a student in the humanities
 Fred and Edna F. Dysle Memorial Scholarship Fund
 Rosa B. Ellison Estate Scholarship Fund
 Hortense L. Eulrich Scholarship Fund
 John Stark Evans Scholarship Fund, for students in music
 Roscoe and Bertha Fanning Scholarship Fund
 Arthur and Amy Fields Scholarship Fund
 Catharine and Raymond F. Fisher Scholarship Fund
 Robert E. Flowerree Scholarship Fund
 Stella A. Fording Scholarship Fund, for students preparing for Christian leadership
 Leonard A. Forsgren Scholarship Fund
 Frederick S. Frank Memorial Scholarship Fund, for students in science
 Vera Rebecca Gaittens Scholarship Fund, for women students with disabilities
 L. Stanley Glarum Music Scholarship Fund
 John A. Gomez Scholarship Fund

Herbert H. Goodman Memorial Scholarship Fund
 Joan I. Green Scholarship Fund
 Douglas Clark Gregg Memorial Scholarship Fund
 Graham A. Griswold Scholarship Fund
 Allen and Alberta Grubb Scholarship Fund
 Charles and Pauline Gurney Memorial Scholarship Fund
 Charles Haldors Memorial Scholarship Fund
 Dorothy Haldors Memorial Scholarship Fund
 William O. Hall Scholarship Fund, for junior or senior students in international affairs
 Carl M. Halvorson Scholarship Fund
 Hammett Bress Family Scholarship Fund, for sophomore, junior, or senior students based on academic merit, with a preference for students with a 3.000 or higher grade point average
 Harry Hampton Scholarship Fund
 William Randolph Hearst Scholarship Fund, for low-income minority students
 Paul H. Hebb Scholarship Fund, for students in overseas studies
 Mr. and Mrs. F.H. Hemphill Memorial Scholarship Fund
 John B. Hess Scholarship Fund, for students in international affairs
 Evelyn M. Hill Scholarship Fund
 Philip S. Hill Scholarship Fund
 Ronna H. Hoffman Scholarship Fund
 W. Burns Hoffman Scholarship Fund
 Gertrude Julie Holden Memorial Scholarship Fund, for a student in the humanities from the greater Portland area
 Edna Holmes Scholarship Fund
 Maurice H. Hoover Scholarship Fund
 John and Ruth Howard Scholarship Fund
 John R. Howard Scholarship Fund
 Lloyd K. and Ana Maria Hulse Scholarship Fund, see description under Need-Based Assistance
 Warren Hunter Jr. Memorial Scholarship Fund
 William J. Ingram Scholarship Fund, see description under Merit-Based Assistance
 Herman R. and Alma Jean Inman Memorial Scholarship Fund
 The International Student Scholarship Fund
 Margaret E. Jennings Scholarship Fund
 Samuel S. Johnson Scholarship Fund
 Freeda Hartzfeld and Arthur C. Jones Scholarship Fund
 Opal N. Jones Memorial Scholarship Fund
 Wesley Jones Memorial Scholarship Fund
 Monroe A. Jubitz Scholarship Fund
 Richard B. Keller Scholarship Fund
 Wm. and Frances E. Kerr Scholarship Fund, for students in education, science, mathematics, or economics
 Dede King Memorial Scholarship Fund, for students of music education or voice
 Sam and Helen Kingery Memorial Scholarship Fund
 Caroline (Caro) Kinsey Memorial Scholarship Fund
 Walter S. and Nellie D. Kirby Scholarship Fund, for Oregon students in economics
 Nathalie Kolliner Scholarship Fund
 Donald E. and Emily G. Kontz Memorial Scholarship Fund, for junior or senior students in chemistry
 Eva Priestly Kornbrodt Scholarship Fund
 Robert V. and Margaret Kratzig Memorial Scholarship Fund
 H. Dewayne Kreager Scholarship Fund
 Goldie Chan Lam Scholarship Fund, for students of Chinese ancestry

C. Howard Lane Scholarship Fund
John T. Lansing Scholarship Fund
Sara Mermer Lawrence Memorial Scholarship Fund
Wallace Howe Lee Memorial Scholarship Fund, for students with a parent who is a minister
Kenneth Lewis Scholarship Fund
Albert and Faye Luethi Memorial Scholarship Fund
Helen Maguire Memorial Scholarship Fund, for students in music
Mary Maletis Scholarship Fund
Kay Mansfield Scholarship Fund
Marius and Vinnie Marcellus Scholarship Fund, for students in pre-med studies
Floyd R. Marsh Scholarship Fund
Carl W. Mays Jr. Scholarship Fund
W. Calder McCall Scholarship Fund
Chester E. McCarty Scholarship Fund
Chester E. and Julia C. McCarty Memorial Scholarship Fund
Jean McCracken Memorial Scholarship Fund, for women students in music
Harold A. Miller Scholarship Fund
James F. Miller Scholarship Fund
Marie Miller Scholarship Fund
Walter M. Miller Scholarship Fund
Bertha Tarr Mitchell Scholarship Fund, for women students demonstrating financial need and who have a 3.000 grade point average or higher
Thomas Monteith Memorial Scholarship Fund, for junior or senior students in science with a 3.500 grade point average or higher
Thomas R. Montgomery Sr. Memorial Scholarship Fund
Emily Morningstar Scholarship Fund, for students in economics
Harry F. Morrow Scholarship Fund
Finley P. Mullins Scholarship Fund, for students in economics
Fred W. and Mildred Neal Scholarship Fund
Barbara Hirschi Neely Scholarship Fund, see description under Merit-Based Assistance
Paul T. Neely Scholarship Fund
Harry T. Nicholai Memorial Scholarship Fund
Jane W. Noon Scholarship Fund
Hjalmer W. and Pauline Nordstrom Scholarship Fund
Kristin Olson Memorial Scholarship Fund
Anthony Ostroff Memorial Scholarship Fund
Robert B. Pamplin Jr. Scholarship Fund
Robert B. Pamplin Sr. Scholarship Fund
Owen M. Panmer Scholarship Fund
H.J. Park Scholarship Fund
Wayne D. Pedersen Scholarship Fund, for students majoring in economics
Florence Peebles Science Scholarship Fund
H.H. Pein Scholarship Fund
Phrynette Peniston Scholarship Fund
Carl O. Peterson Scholarship Fund, for women students in music
Frank and Maude E. Peterson Memorial Scholarship Fund
John B. Piacentini Scholarship Fund
Kenneth H. Pierce Scholarship Fund
Leon Pike/Edgar Reynolds Scholarship Fund, see description under Merit-Based Assistance
Donald B. Pooley Scholarship Fund
Gerry Pratt Scholarship Fund

Quinn Family Scholarship Fund, for students from Clatsop and Tillamook counties, with a preference for students from Astoria High School
Charles E. Rawlinson Scholarship Fund
Reader's Digest Scholarship Fund
Waldo and Elsie Richmond Scholarship Fund, for students from Umatilla County
Robert L. Ridgley Scholarship Fund
Arthur A. Riedel Scholarship Fund
Anne Roberts Memorial Scholarship Fund, for first-year honors students
Mary Stuart Rogers Scholarship Fund, see description under Need-Based Assistance
Richard and Miriam Rohrbaugh International Studies Scholarship Fund, for students in overseas studies
Emanuel Rose Scholarship Fund
Robert W. Roth Scholarship Fund
Betsy A. Russell Scholarship Fund
Lynn Sabin Scholarship Fund
Sack Family Scholarship Fund, for a junior or senior student with interests in international affairs, particularly public health, with consideration given to academic merit and financial need
Helen Sanders Scholarship Fund, for Native American students in history or ethnohistory
Emma C. Sanford Scholarship Fund
Emma B. Schade Scholarship Fund
Norman Schlessler Scholarship Fund
Dean Sempert Scholarship Fund
Laurence L. Shaw Scholarship Fund
Paul Shaw Memorial Scholarship Fund
Minnie B. Shively Memorial Scholarship Fund, for women students
Adolph and Sybil Simons Memorial Scholarship Fund, for students in music
David B. and Barbara W. Simpson Scholarship Fund, for students in economics
A.B. Smith Scholarship Fund
Edith T. Smith Memorial Scholarship Fund, for junior and senior students in economics
Edward S. and Joan F. Smith Scholarship Fund
Joan H. Smith Scholarship Fund
Sheryl Reed Smith Memorial Scholarship Fund, for students from Wallowa County
Clara Ramsden South Scholarship Fund, for students in music
Calvin Souther Scholarship Fund
Grace Spacht Memorial Scholarship Fund, for international students
Charles C. Spalding Scholarship Fund
Stephen M. Spalding Scholarship Fund
Spencer Family Overseas Study Scholarship Fund, for students in overseas studies
Lester W. Spillane Scholarship Fund
Raphael Spiro Memorial Scholarship Fund, for students majoring in or studying music who demonstrate financial need
Robert A. and Jenne G. Sprouse Scholarship Fund, for students in religious studies
Edward A. and Else Stamm Scholarship Fund
Edwin M. Stanley Scholarship Fund
William M. Stebbins Memorial Scholarship Fund
Steele-Reese Scholarship Fund, for students who graduated from high schools in Lemhi and Custer counties in Idaho
Avery H. Steinmetz Memorial Scholarship Fund, for students in music
F. Louis and Gertrude E. Stoeckle Scholarship Fund
Summit Scholarship Fund, see description under Need-Based Assistance

Kent Philip Swanson Jr. Memorial Scholarship for Biology Fund, see description under Need-Based Assistance
Kent Philip Swanson Jr. Memorial Scholarship for Ceramics Fund, see description under Need-Based Assistance
A. William Sweet Scholarship Fund
Ann J. Swindells Scholarship Fund
William Swindells Sr. Scholarship Fund
Winifred A. Tebbetts Memorial Scholarship Fund
Hall Templeton Scholarship Fund
Ruth Roberts Templeton Scholarship Fund, for women students
Lewis and Rachel Thayer Memorial Scholarship Fund
Nellie Tholen Scholarship Fund, for students in piano
Charles A. Tomassene Scholarship Fund
Max D. and Rose E. Tucker Memorial Scholarship Fund
Herman and Velda Turner Scholarship Fund
Kenneth A. and Jean Clare Turner Scholarship Fund, for junior and senior students from Oregon
Marion Vester Scholarship Fund
F. Faye and Sydney Walker Memorial Scholarship Fund
Henry A. Walker Jr. Scholarship Fund
Earl D. Wantland Scholarship Fund
Howard Ross Warren Scholarship Fund, see description under Merit-Based Assistance
H. Adunni Warren Scholarship Fund, for women African American students
Robert C. Warren Scholarship Fund
Warrington-Wojtyla Scholarship Fund, for women students in the sciences
Aubrey R. Watzek Scholarship Fund
Leona Weatherford Memorial Scholarship Fund
Wessinger Foundation Scholarship Fund
Susan Wilcox Memorial Scholarship Fund, for students in English, with a preference for students concentrating in creative writing
P.W. Wilke Scholarship Fund
Sidney F. Woodbury Scholarship Fund, for students from Benson High School
Paul S. Wright Scholarship Fund
C. Roy and Winifred Zehntbauer Scholarship Fund
Winifred Zehntbauer Scholarship Fund, for women students in mathematics
Maurice and Priscilla Zingesser Memorial Scholarship Fund

ANNUAL SCHOLARSHIPS

R. Harold Burton Scholarship
Communications Scholarship
Momo Nakamura Scholarship
Oregon Independent College Foundation Scholarships
Jeanne Schnitzer Reynolds '70 Scholarship
Rae Seitz Scholarship
Rose E. Tucker Charitable Trust Scholarship
Harriet M. Winton Scholarship
Juan Young Trust Scholarship

Campus Buildings

The Lewis & Clark campus has developed through the gifts of many individuals since the institution purchased the Fir Acres estate on generous terms from the Lloyd Frank family and moved to Palatine Hill in 1942.

FIR ACRES ESTATE

The Frank Manor House, a 35-room Tudor-style mansion designed by architect Herman Brookman and built in 1924-25, was the centerpiece of the 63-acre estate, which also included a cottage-style gatehouse, a conservatory, and a rose garden. Today the Frank Manor House serves as the administrative core of Lewis & Clark. It houses the offices of Admissions, President, Vice President and Provost, and the Business Office.

Its main lounge, named for Thomas and Katherine Moore Armstrong, was refurbished in 1991 and is open to general use. The terrace on the east side of the building is named for Edna Frank Holmes, one of the home's original occupants and a Lewis & Clark trustee for more than three decades.

The Morgan S. Odell Alumni Gatehouse, a stone and brick building that was part of the original Frank estate, stands at the main entrance to the campus. Originally the home of the estate's head gardener, it has since served Lewis & Clark as the president's home, a residence hall, and administrative offices. It currently houses the Office of Alumni and Parent Programs. The Estate Gardens include four terraces sloping down from the manor house to the rose garden and overlooking Mount Hood to the east.

Designed by Brookman as service buildings for the estate, the Albany Quadrangle is distinguished by its dovecote topped by an ornate weathervane. The building, named for Lewis & Clark's origin as Albany College, was extensively renovated and expanded in 2002. It houses the Dean of the College of Arts and Sciences; the offices of Academic Advising, Overseas and Off-Campus Programs, Student Support Services, Health Promotion and Wellness, Summer Sessions, and the Writing Center; the Center for Career and Community Engagement; and the Dovecote Café. The Albany Quadrangle was also the site of events commemorating the bicentennial of the Lewis and Clark Expedition from 2003 to 2006.

The Dressing Pavilion, also known as the Bathhouse, is in the eastern recreational area, or lower campus. It has dressing rooms for men and women and faces the outdoor Lawrence Memorial Swimming Pool, named in honor of F.D. Lawrence in recognition of gifts by his wife and daughters.

ACADEMIC BUILDINGS

Evans Music Center was built with funds from Herbert Templeton, for whom Templeton Campus Center was named. At his suggestion, the music building was named for John Stark Evans, director of music at Lewis & Clark from 1944 to 1957. The Rae Seitz Lounge and Browsing Room was named in honor of the Portland musician and composer. The Glenn and Cora Townsend Foyer honors the generosity of the couple.

Also in Evans, the C.C. Bechtold Studio was given in tribute to C.C. Bechtold, founder of the National Hospital Association. Anna B. Swindells Classroom was donated by William Swindells Sr. in tribute to his mother. The Maud Bohlman Practice Studio was named for a Portland voice teacher who was a member of the Lewis & Clark music faculty. Margaret N. Steinmetz Studio, used for small ensemble work, is named in honor of Margaret Steinmetz, a member of the music faculty until her death in 1955.

The Biology-Psychology building, designed by Paul Thiry, opened in 1972. Classrooms, faculty offices, and laboratories occupy the three levels.

Opened in 1946, BoDine is named in memory of Dr. Charles BoDine, a Portland physician, and his wife, Elizabeth BoDine, a Lewis & Clark trustee. Originally a science building, BoDine now houses the Mathematical Sciences department.

Fir Acres Theatre, made possible by the generosity of 465 individuals, foundations, and corporations, opened its first production in 1977. Performance space includes two separate areas. The Main Stage offers seating for 225 people. The Black Box studio-theatre allows seating to be arranged for each performance, and is also used as a classroom and dance studio.

The Olin Center for Physics and Chemistry was completed in 1979 with funds from the F.W. Olin Foundation. The spacious facilities hold well-equipped biochemistry, computer science, advanced physics, advanced chemistry, seismic, and instrumentation laboratory rooms. Research space is available for faculty and students, including equipment for microscopy; synthetic inorganic, organic, and bioorganic chemistry; and solid-state physics. The observatory, capped with a research-grade telescope acquired in 2004, is named for James H. Karle '51, professor emeritus of physics. Also located on the roof is a research greenhouse.

Construction of the Campus Safety building, located near the Chapel and the Gatehouse, began in 1976. Visitor Information is located here.

In 1996 Lewis & Clark opened a cluster of academic buildings designed by Thomas Hacker and Associates. The James F. Miller Center for the Humanities, Fred W. Fields Center for the Visual Arts, and south wing of the Aubrey R. Watzek Library (see below) surround the Alumni Circle, which was designed to echo the cobblestone circle to the south across the Estate Gardens. The circle's name honors Lewis & Clark's alumni, especially the alumni donors whose names are inscribed on steps and on a plaque at the edge of the circle.

The Fields Center, home to the undergraduate Department of Art, is named for donor Fred W. Fields, trustee and former president of Coe Manufacturing Company. Within Fields Center, support for the photography studio came from Julia M. Robertson, a '94 graduate in art, and the Eastman Kodak Company; and for a faculty office space from Julia Robertson's parents, Mr. and Mrs. William S. Robertson. Former trustees Wood Arnold and Anne Arnold, parents of an alumnus who majored in art, provided support for the student art gallery. The graphic arts laboratory is named for the E.L. Wiegand Foundation; additional support for the computer graphics program came from Hans and Mary Jane Wurster, parents of a 1995 graduate in art. The painting studio is named for Patti Babler and life trustee Lloyd Babler '57, parents of an alumna, and a lecture room is named for the Collins Foundation. The drawing porch overlooking the Estate Gardens from the east end of the building is named for Samuel C. Wheeler, a life trustee.

The Miller Center provides 13 classrooms and houses the Departments of English, Foreign Languages, and History. James F. Miller, investment advisor and philanthropist for whom the building is named, was a life trustee of Lewis & Clark. Auditoriums on the ground floor are named for Keith E. Lindner '81 and for Mary Bishop, life trustee, and Broughton Bishop, parents of an alumnus. The Interactive Learning Center on the second floor is dedicated to the W.M. Keck Foundation. Classrooms are named for William K. Blount, trustee; the Collins Foundation; W. Burns Hoffman, life trustee; Wan Koo Huh, parent of a Lewis & Clark alumna, former trustee; Charles J. Swindells '66, trustee; Bruce Willison, life trustee, and Gretchen Willison; and the late John Harrington, professor of philosophy from 1946 to 1975.

Howard Hall, named for John R. Howard, Lewis & Clark's second president on Palatine Hill and a steward of the social sciences, was dedicated in 2005. The building brings under one roof the instructional and office spaces of nearly

all of the College of Arts and Science's social science disciplines: communication, economics, environmental studies, gender studies, international affairs, philosophy, religious studies, political economy, political science, and sociology and anthropology. Howard Hall also houses Lewis & Clark's Copy Center. Howard Hall sets a new standard for energy efficiency and adaptability in Lewis & Clark's use of "green" architectural materials to minimize the building's ecological impact. A conference room is dedicated in memory of James F. Miller, and classrooms are dedicated to the Meyer Memorial Trust; the Ben B. Cheney Foundation; Arthur Throckmorton, associate professor of history from 1950 to 1962; Donald G. Balmer, U.G. Dubach Professor Emeritus of Political Science, with gratitude to Christopher E. Jay '72 and M. Beth Miller '73, trustees; Benjamin A. Thaxter, professor of English and biology from 1939 to 1952; and T.J. Edmonds, professor of business administration from 1947 to 1960.

LIBRARY

Named for Portland lumber executive and philanthropist Aubrey R. Watzek, the Watzek Library opened in 1967 and was renovated in 1994-95 to more than twice its previous size. In designing the renovation, architect Thomas Hacker retained important elements of Paul Thiry's original design, highlighting the library's strategic location on campus with window expanses overlooking surrounding trees. The new design also enhanced the library's central educational role with space that welcomes students and faculty and provides for the library's collections, equipment, and study areas.

The central space of the Watzek Library is the Monroe A. Jubitz Atrium, named for a Lewis & Clark benefactor and longtime trustee and life trustee. The large reading room in the south wing is named for James E. and Jane T. Bryson. Jane Templeton Bryson, for whose family Templeton Campus Center is named, is a life trustee. Also in the south wing, two large halls are named to honor foundation donations: the lower level for the M.J. Murdock Charitable Trust, and the upper level for the Meyer Memorial Trust.

Additional spaces in the library include the Dr. Robert B. Pamplin Jr. Society of Fellows Room (see Pamplin Society in this catalog); the Ann J. Swindells Seminar Room, named for a life trustee; the Claude and Louise Rosenberg Director's Office Suite, named for the parents of an alumnus; and the Christopher E. Jay '72 New Book Lounge. An Information Technology classroom is named for Laurence Whittemore, parent of an alumna.

The Lewis and Clark Heritage Room at the center of the library houses special collections. Furnishings in the Heritage Room were the gift of the late Eldon G. Chuinard, who also donated his extensive collection of materials on the Lewis and Clark Expedition. With the addition in recent years of other significant collections on Lewis and Clark, the institution now holds the finest known collection of printed materials on the expedition. Also in the Heritage Room is the William Stafford collection, which includes the published works of the noted Lewis & Clark professor of English and former poet laureate of Oregon. The William Stafford Room on the upper floor contains memorabilia and writings of Stafford and is one of the many rooms designated for study in the library.

Watzek Library has more than 500 spaces for student study and an open computer laboratory. Study rooms are named for the Ben B. Cheney Foundation; the Autzen Foundation; the Rose E. Tucker Charitable Trust; life trustee Elizabeth "Becky" Johnson; life trustee Robert H. McCall and Carol McCall, parents of an alumna; and Donald Leonard, a friend of Lewis & Clark. Scores of library carrels and study tables carry the names of parent donors.

The Office of Information Technology is located in the library, and the Ronna and Eric Hoffman Gallery of Contemporary Art occupies the ground

floor of the south wing addition. The gallery is named for life trustee Ronna Hoffman and her husband, Eric Hoffman.

CHAPEL

Agnes Flanagan Chapel, designed by Paul Thiry, was dedicated in 1969. George and Agnes Flanagan donated approximately half of the total cost of the 16-sided structure. They also initiated the fund that would bring an 85-rank Casavant organ to the chapel. With seating for 600 people, the chapel serves as a meeting place for lectures, musical performances, and religious services. It also houses the office of the dean of the chapel. The Wallace Howe Lee Memorial Bridge, the broad walkway into the main entrance, was named for the former president and lifelong friend of Albany College. The statues that flank the bridge, depicting the gospel writers Matthew, Mark, Luke, and John through Northwest Coast Indian images, are by the late artist Chief Lelooska.

ATHLETICS FACILITIES

Pamplin Sports Center was designed by Stanton, Boles, McGuire, and Church and opened in 1969. The building is named in recognition of the Pamplin family's service and leadership at Lewis & Clark. Robert B. Pamplin Sr. joined the Board of Trustees in 1956 and was twice elected chair before becoming a life trustee. Dr. Robert B. Pamplin Jr. earned degrees from Lewis & Clark in 1964, 1965, and 1966. Now a life trustee, he chaired the Board of Trustees from 1991 to 1996. The Pioneer sports facilities include six tennis courts—three outdoor courts and three covered by an airdome for year-round play.

The expansive facility includes a main gymnasium that can seat 2,300 people and has three full basketball courts, as well as a fully equipped weight room, aerobics room, locker rooms, a theatre-style classroom, training room, and offices.

Zehntbauer Swimming Pavilion holds a competition-size pool and spectator seating for 200 people. It is named for two friends of Lewis & Clark, C.R. and John Zehntbauer, founders of the company that became Jantzen.

Adjacent to Pamplin Sports Center, Griswold Stadium contains seating for 3,600 people (1,800 covered), a synthetic sports field, and polyurethane track. Graham Griswold, trustee and chair of the board, donated most of the materials to construct the stadium in 1953. Lights were added in 2003.

The playing surface in Griswold Stadium, Fred Wilson Field, is named in honor of the former Pioneers coach, professor, and director of athletics. It was renovated in 1999 with an AstroTurf 12 all-weather playing surface. The level field drains vertically and features an irrigation system to reduce heat and enhance the playing condition of the surface. The field also has full inlaid markings for soccer and football.

Eldon Fix Track is named for Eldon Fix, Lewis & Clark track and field coach from 1946 to 1981. The track was renovated in 1991 and resurfaced in 1999.

Joe Huston Memorial Sports Complex is named in honor of Lewis & Clark's football coach from 1947 to 1964. He was also director of athletics and taught health and physical education courses. The complex, just down the hill from the main campus and behind the law school, is the home of Lewis & Clark's baseball and softball teams, and is equipped with dugouts, scoreboards, and batting cages.

RESIDENCE HALLS

The first permanent residence hall on campus, Akin Hall, was completed in 1949. Its name honors Otis and Mabel Akin for their service to Lewis & Clark. Stewart Hall, opened in 1951, is named in memory of Cora Irvine Stewart. Stewart was a member of the first Albany College graduating class, and later the Albany faculty. She was also the daughter of one of the institution's founders.

Built in 1957, Ruth Odell Hall is named in honor of the wife of Morgan Odell, former president of Lewis & Clark.

Platt-Howard Hall, completed in 1960, is named for two men who made significant contributions to the quality of life at Lewis & Clark. Clemmer Platt served as secretary to the Board of Trustees for 28 years. Charles Howard was dean of the College of Arts and Sciences from 1944 to 1958 and vice president from 1958 to 1963. Stanton, Boles, McGuire, and Church designed Platt-Howard.

In 1963 Copeland Hall was dedicated to Joseph and Helen Copeland. He was a philanthropist, lumber executive, and life trustee. She was a past president of the Women's League of Lewis & Clark.

The Forest residence complex consists of five buildings named for Pacific Northwest trees: Alder, Juniper, Manzanita, Ponderosa, and Spruce. The Tamarack Lounge is a central location for student gatherings.

Hartzfeld Hall was designed by Paul Thiry and named for Freeda Hartzfeld Jones, dean of women and assistant to the president from 1943 to 1968. In 2002, Lewis & Clark completed three 56-bed residence halls (West Hall, Roberts Hall, and East Hall) designed specifically for junior and senior students. Roberts Hall is named in honor of the late Rev. Harold Roberts and Gertrude Roberts, the parents of donor Maggie Roberts Murdy. It also houses Maggie's Café. East Hall contains a student recreation center.

TEMPLETON CAMPUS CENTER

Built in three stages, Templeton Campus Center opened in 1956. The main student dining room, Arthur L. Fields Dining Room, is named for the 1962-63 chair of the Board of Trustees. Edward Stamm, for whom Stamm Dining Room is named, was a Lewis & Clark trustee and chair of the board. The courtyard that lights the inner rooms of Templeton is named for Thornton Munger, who was a Lewis & Clark trustee.

The Thayer Rooms are named for Lewis Thayer, professor of chemistry from 1946 to 1973 and a former dean of faculty. The U.G. Dubach Computer Lab is named for the professor who founded the political science department. Edward Geary, for whom the Geary Room is named, was the third president of Albany College and one of its founders. The Monteith Room is named for Monteith family members who played a central role in founding Albany College in 1867. The Gray Room is named for William Henry Gray, whose daughter was a donor to Lewis & Clark for many years. The Council Chamber, added in 1963, is modeled after the Assembly Hall of the United Nations in New York.

Successive renovations of Templeton Campus Center from 1990 to 1995 brought under one roof all the major undergraduate student organizations as well as administrative offices directly serving students. Facilities include the offices of Bon Appétit Food Service, Campus Living, College Outdoors, the Dean of Students, International Students and Scholars, Multicultural Affairs, the Registrar, Student Activities, Student and Departmental Account Service, Student Financial Services, and Student Leadership and Service. Offices for student government, programming, scheduling, and media are located near each other on the main level. The Bookstore, Student Health Service, Mail Room, and Trail Room (cafeteria-style dining) are also located in Templeton Campus Center.

LAW SCHOOL

Five years after the 1965 merger of Northwestern College of Law with Lewis & Clark College, the law school's three-building complex overlooking forested Tryon Creek State Park was completed. The Paul L. Boley Law Library is named for the late Oregon attorney, trustee of the Murdock Charitable Trust and first chair of the Law School Standing Committee. The Chester E. McCarty

Classrooms building is named for a 1929 graduate of the law school who was a Lewis & Clark trustee and member of the law school's Board of Visitors and Standing Committee.

The Gantenbein Building was named for Judge John Gantenbein, son of Judge Calvin Gantenbein, the school's second dean. During World War II, John Gantenbein pledged all of his personal assets to keep the school going. Gantenbein houses the Legal Writing Center, Career Services, and student organizations. The Legal Research Center, completed in 1977, is named in honor of William Swindells Sr., a member of the Board of Trustees and the Law School Standing Committee. He requested his name not be on the building. The Legal Research Center houses a cafeteria, student lounge, faculty offices, research facilities, meeting rooms, and student services.

Wood Hall was named for the late Louise Wood and Erskine Wood Sr., a noted admiralty lawyer. Dedicated in 2002, Wood Hall, along with the renovated Boley Library, is the first phase of major renovation and expansion. The building houses the environmental and natural resources and business law programs as well as faculty and staff offices, classrooms, student organization offices, a computer lab, a reading room, and a rare books room.

SOUTH CAMPUS

In 2000, the Lewis & Clark campus was enlarged to include 18 acres located immediately to the south of the Fir Acres estate. The former Hamilton F. Corbett estate had been owned and used as a retreat center by the Sisters of St. Francis of Philadelphia since 1943—one year after Lewis & Clark moved to the Fir Acres estate.

The mansion on the Corbett estate, finished in 1929, was the first solo commission for architect Pietro Belluschi, who during the following three decades went on to design and inspire some of this nation's most impressive and stately buildings. Frederick Olmsted, son of the architect who laid out Central Park in New York City, designed the gardens. The Franciscans later added other buildings and facilities to accommodate the needs of their retreat and conference center.

Rogers Hall, completely remodeled in 2001 to accommodate graduate programs in education and counseling, is named for Mary Stuart Rogers, educator and philanthropist.

COOLEY HOUSE

In 2001, Sue D. Cooley, widow of Edward H. Cooley, the founder and longtime head of Precision Castparts Corporation, donated the Cooley family home for use as a presidential residence. The house was designed in an English Tudor style by architect Ellis F. Lawrence in 1920 for Cameron Squires. The Olmsted Brothers designed the landscaping of the eight-acre estate, which is located in the Dunthorpe neighborhood near Lewis & Clark. In addition to serving as the president's home, the newly renovated Cooley House provides a venue for hosting a variety of Lewis & Clark functions.

Faculty

Lewis & Clark has 117 tenured and tenure-track faculty members and 8 senior lecturers in the Arts and Sciences. Ninety-eight percent of the continuing faculty have the terminal degree in their field of expertise. Each year approximately 14 faculty members are away from campus on sabbatical leave or as leaders of overseas groups. During their absence they are replaced by qualified visiting faculty. In addition several part-time faculty members supplement the full-time faculty.

The following list includes all tenured and tenure-track faculty, lecturers, and senior lecturers, as well as visiting faculty who are teaching courses in the College of Arts and Sciences during the 2008-09 academic year. For information about faculty members' teaching fields, see faculty listings under each department.

FULL-TIME FACULTY

Nicole Aas-Rouxparis, professor of French. Ph.D. 1984, M.A. 1976 University of Oregon. B.A. 1969 Portland State University.

Katharina Altpeter-Jones, assistant professor of German. Ph.D. 2003 Duke University. M.A. 1995 Bayerische Julius-Maximilians-Universität, Würzburg, Germany.

Linda Isako Angst, assistant professor of anthropology. Ph.D. 2001, M.Phil. 1993 Yale University. M.A. 1990 University of California at Berkeley. B.A. 1977 Kenyon College.

Stephanie K. Arnold, professor of theatre. Ph.D. 1977, M.F.A. 1972, M.A. 1971 University of Wisconsin at Madison. B.A. 1969 Stanford University.

Lyell Asher, associate professor of English. Ph.D. 1990, M.A. 1984 University of Virginia. B.A. 1980 Vanderbilt University.

Jane Monnig Atkinson, vice president and provost, and professor of anthropology. Ph.D. 1979, M.A. 1972 Stanford University. A.B. 1971 Bryn Mawr College.

Therese Augst, assistant professor of German. Ph.D. 1997, M.A. 1992 University of California at Santa Barbara. B.A. 1989 University of California at Davis.

Kellar Autumn, professor of biology. Ph.D. 1995 University of California at Berkeley. B.A. 1988 University of California at Santa Cruz.

Barbara A. Balko, associate professor of chemistry. Ph.D. 1991 University of California at Berkeley. A.B. 1984 Bryn Mawr College.

Eleonora Maria Beck, professor of music. Ph.D. 1993, M.Phil. 1991, M.A. 1989 Columbia University. B.A. 1983 Barnard College.

David M. Becker, senior lecturer in music and director of bands. M.M.E. 1975, B.M. 1971 University of Oregon.

Stephen Dow Beckham, Dr. Robert B. Pamplin Jr. Professor of History. Ph.D. 1969, M.A. 1966 University of California at Los Angeles. B.A. 1964 University of Oregon.

Debra Beers, senior lecturer in art and program head of drawing. M.F.A. 1980, M.A. 1979 University of Iowa. B.A. 1976 Western Washington University.

Clifford T. Bekar, associate professor of economics. Ph.D. 2000, M.A. 1992, B.A. 1990 Simon Fraser University.

Anne K. Bentley, assistant professor of chemistry. Ph.D. 2005 University of Wisconsin at Madison. B.A. 1997 Oberlin College.

Franya Berkman, assistant professor of music. Ph.D. 2003, M.A. 1999 Wesleyan University. B.A. 1992 Sarah Lawrence College.

Andrew Bernstein, associate professor of history. Ph.D. 1999, M.Phil. 1996, M.A. 1994 Columbia University. B.A. 1990 Amherst College.

Paulette F. Bierzychudek, William Swindells Sr. Professor of Natural Sciences. Ph.D. 1981 Cornell University. B.S., B.A. 1974 University of Washington.

Greta J. Binford, assistant professor of biology. Ph.D. 2000 University of Arizona. M.S. 1993 University of Utah. B.A. 1990 Miami University.

Michael L. Broide, associate professor of physics. Ph.D. 1988 Massachusetts Institute of Technology. M.S. 1981, B.S. 1981 University of California at Los Angeles.

John F. Callahan, Morgan S. Odell Professor of Humanities. Ph.D. 1970, M.A. 1964 University of Illinois. B.A. 1963 University of Connecticut.

Naiomi T. Cameron, assistant professor of mathematics. Ph.D. 2002, B.S. 1995 Howard University.

David A. Champion, associate professor of history. Ph.D. 2002, M.A. 1997 University of Virginia. B.A. 1991 Georgetown University.

Yung-Pin Chen, associate professor of statistics. Ph.D. 1994 Purdue University. B.S. 1984 National Chengchi University, Taiwan.

Peter G. Christenson, professor of communication. Ph.D. 1980 Stanford University. M.A. 1973 University of Oregon. B.A. 1968 Dartmouth College.

Kenneth E. Clifton, associate professor of biology. Ph.D. 1988 University of California at Santa Barbara. B.A. 1981 University of California at San Diego.

Alan Cole, professor of religious studies. Ph.D. 1994 University of Michigan. M.A. 1988 University of Virginia. B.A. 1985 Middlebury College.

Rachel Cole, assistant professor of English. Ph.D. 2005, M.A. 2000 Johns Hopkins University. B.A. 1994 Williams College.

Rebecca Copenhaver, associate professor of philosophy. Ph.D. 2001, M.A. 1998 Cornell University. B.A. 1993 University of California at Santa Cruz.

Andrew Cortell, associate professor of international affairs. Ph.D. 1994, M.Phil. 1993, M.A. 1988 Columbia University. B.A. 1986 Wesleyan University.

Chana B. Cox, senior lecturer in humanities. Ph.D. 1971 Columbia University. B.A. 1964 Reed College.

Modhurima DasGupta, assistant professor of sociology. Ph.D. 2002. M.A. 1997 Brown University. B.A. 1994 University of California at Los Angeles.

Benjamin David, associate professor of art history. Ph.D. 1999, M.A. 1993, B.A. 1991 New York University.

Janet E. Davidson, associate professor of psychology. Ph.D. 1989, M.Phil. 1987, M.S. 1985 Yale University. B.S. 1975 University of Washington.

Susan E. Davis, senior lecturer in theatre and program head of dance. M.F.A. 1991, B.A. 1981 Connecticut College.

Keith Dede, associate professor of Chinese. Ph.D. 1999, M.A. 1993, B.A. 1988 University of Washington.

Isabelle C. DeMarte, associate professor of French. Ph.D. 1999, M.A. 1993 Michigan State University. M.A. 1992 Université Blaise Pascal. B.A. 1990 Université de la Sorbonne Nouvelle.

Julio C. de Paula, dean of the College of Arts and Sciences and professor of chemistry. Ph.D. 1987 Yale University. B.A. 1982 Rutgers University.

Brian T. Detweiler-Bedell, associate professor of psychology. Ph.D. 2001, M.Phil. 2000, M.S. 1998 Yale University. M.A. 1995, B.A. 1994 Stanford University.

Jerusha Detweiler-Bedell, associate professor of psychology. Ph.D. 2001, M.Phil. 1998, M.S. 1997 Yale University. M.A. 1995, B.A. 1995 Stanford University.

Peter Drake, assistant professor of computer science. Ph.D. 2002 Indiana University. M.S. 1995 Oregon State University. B.A. 1993 Willamette University.

James A. Duncan, professor of chemistry. Ph.D. 1971 University of Oregon. B.A. 1967 Luther College.

Robert M. Eisinger, associate professor of political science. Ph.D. 1996, M.A. 1990 University of Chicago. B.A. 1987 Haverford College.

Jeffrey S. Ely, associate professor of computer science. Ph.D. 1990, M.S. 1981, B.S. 1976 Ohio State University.

Katherine FitzGibbon, assistant professor of music. D.M.A. 2008 Boston University. M.A. 2002 University of Michigan. B.A. 1998 Princeton University.

Kurt Fosso, associate professor of English. Ph.D. 1993, M.A. 1988 University of California at Irvine. B.A. 1987 University of Washington.

Gregory A. Fredricks, professor of mathematics. Ph.D. 1976 Oregon State University. M.A. 1971 University of Washington. B.S. 1970 University of Oregon.

John M. Fritzman, associate professor of philosophy. Ph.D. 1991 Purdue University. B.A. 1977 Eastern Mennonite University.

Susan Glosser, associate professor of history. Ph.D. 1995 University of California at Berkeley. M.A. 1985, B.A. 1983 State University of New York at Binghamton.

Robert Goldman, professor of sociology. Ph.D. 1977, M.A. 1973 Duke University. B.A. 1971 University of Texas.

Daena J. Goldsmith, professor of communication. Ph.D. 1990, M.A. 1988 University of Washington. B.S. 1986 Lewis & Clark College.

Eban S. Goodstein, professor of economics. Ph.D. 1989 University of Michigan. B.A. 1982 Williams College.

James H. Grant, associate professor of economics. Ph.D. 1979, M.A. 1977 Michigan State University. B.S. 1974 Grand Valley State College.

Karen Gross, assistant professor of English. Ph.D. 2005, M.A. 1999 Stanford University. M.Phil. 1998 University of Cambridge. B.A. 1997 University of Southern California.

Martin Hart-Landsberg, professor of economics. Ph.D. 1974, M.A. 1973 University of Wisconsin at Milwaukee. B.A. 1969 University of California at Santa Cruz.

Maureen Healy, associate professor of history. Ph.D. 2000, M.A. 1994 University of Chicago. B.A. 1990 Tufts University.

Deborah Heath, associate professor of anthropology. Ph.D. 1987 Johns Hopkins University. M.A. 1978 University of Minnesota at Minneapolis–St. Paul. B.A. 1974 Reed College.

Greg Hermann, associate professor of biology. Ph.D. 1998 University of Utah. B.S. 1992 Gonzaga University.

John Holzwarth, assistant professor of political science. Ph.D. 2004, M.A. 2000 Princeton University. A.B. 1993 Colgate University.

Jennifer Hubbert, assistant professor of anthropology. Ph.D. 1999, M.A. 1994 Cornell University. M.A. 1987, B.A. 1986 Stanford University.

Steven B. Hunt, professor of communication. J.D. 1984 Lewis & Clark Law School. Ph.D. 1973 University of Kansas. M.A. 1970 University of Houston. B.A. 1968 University of Denver.

Jane H. Hunter, professor of history. Ph.D. 1981, M.A. 1975, B.A. 1971 Yale University.

Michael R. Johanson, assistant professor of music. D.M. 2004, M.M. 1994 Indiana University. B.M. 1991, 1990 Eastman School of Music.

Curtis N. Johnson, Dr. Robert B. Pamplin Jr. Professor of Government. Ph.D. 1979, M.Phil. 1975 Columbia University. M.A. 1973 San Diego State University. A.B. 1970 University of California at Berkeley.

Matthew N. Johnston, assistant professor of art history. Ph.D. 2004, M.A. 1994 University of Chicago. B.A. 1992 Yale University.

Stuart J. Kaplan, associate professor of communication. Ph.D. 1971, M.A. 1968 University of Oregon. B.S. 1961 University of California at Berkeley.

Peter Gault Kennedy, assistant professor of biology. Ph.D. 2005 University of California at Berkeley. B.S. 1999 Evergreen State College.

Susan Kirschner, senior lecturer in humanities. M.A. 1969, B.A. 1967 University of Washington.

Oren Kosansky, assistant professor of anthropology. Ph.D. 2003, M.A. 1994 University of Michigan. M.A.T. 1990 Binghamton University. B.A. 1988 Brown University.

John W. Krussel, professor of mathematics. Ph.D. 1987, M.S. 1983 Colorado State University. B.A. 1977 Saint Louis University.

Robert A. Kugler, Paul S. Wright Professor of Christian Studies. Ph.D. 1994 University of Notre Dame. M.Div. 1984 Pacific Lutheran Theological Seminary. B.A. 1979 Lewis & Clark College.

Louis Y. Kuo, professor of chemistry. Ph.D. 1989 Northwestern University. B.S. 1984 Harvey Mudd College.

Jennifer LaBounty, assistant professor of psychology. Ph.D. 2008, M.A. 2005 University of Michigan. B.S. 2001 University of Oregon.

Janis E. Lochner, Dr. Robert B. Pamplin Jr. Professor of Science. Ph.D. 1981 Oregon Health Sciences University. B.S. 1976 Allegheny College.

Todd Lochner, assistant professor of political science. Ph.D. 2001, M.A. 1994 University of California at Berkeley. J.D. 1993 University of Virginia School of Law. B.A. 1990 Harvard College.

Nikolaus Loening, assistant professor of chemistry. Ph.D. 2001, M.Phil. 1998 University of Cambridge. B.S. 1997 Harvey Mudd College.

Deborah E. Lycan, professor of biology. Ph.D. 1983 University of Colorado. B.A. 1975 University of California at San Diego.

Jens Mache, associate professor of computer science. Ph.D. 1998 University of Oregon. M.S. 1994 Southern Oregon University. Vordiplom 1992 Universitaet Karlsruhe.

Bob Mandel, professor of international affairs. Ph.D. 1976, M.Phil. 1975, M.A. 1974 Yale University. A.B. 1972 Brown University.

Joel A. Martinez, assistant professor of philosophy. Ph.D. 2006 University of Arizona. B.A. 1997 New Mexico State University.

Timothy Mechlinksi, assistant professor of sociology. Ph.D. 2007, M.A. 2004 University of California at Santa Barbara. B.A. 2000 University of Southern California.

Robert Miller, senior lecturer in art and program head of photography. M.F.A. 1983 School of the Art Institute of Chicago. B.F.A. 1977 University of Oregon.

Susanna Morrill, assistant professor of religious studies. Ph.D. 2002, M.A. 1993 University of Chicago. B.A. 1989 Bryn Mawr College.

Erik L. Nilsen, associate professor of psychology. Ph.D. 1991, M.A. 1986 University of Michigan. B.A. 1984 Graceland College.

Dawn V. Odell, assistant professor of art history. Ph.D. 2003 University of Chicago. M.A. 1992 Harvard University. B.A. 1986 Carleton College.

Jay Odenbaugh, assistant professor of philosophy. Ph.D. 2001 University of Calgary. M.A. 1996 Southern Illinois University at Carbondale. B.A. 1994 Belmont University.

Michael Olich, associate professor of theatre. M.F.A. 1975 Carnegie Mellon University. B.A. 1973 St. Patrick's College.

Thomas Olsen, associate professor of physics. Ph.D. 1982, M.A. 1977 University of Southern California. B.S. 1975 Massachusetts Institute of Technology.

Tatiana Osipovich, associate professor of Russian. Ph.D. 1989, M.A. 1983 University of Pittsburgh. B.A. 1974 Pedagogical Institute, Archangelsk.

Arthur O'Sullivan, Dr. Robert B. Pamplin Jr. Professor of Economics. Ph.D. 1981 Princeton University. B.S. 1975 University of Oregon.

Cyrus Partovi, senior lecturer in social sciences. M.A.L.D. 1969, M.A. 1968 Tufts University. B.A. 1967 Lewis & Clark College.

Bruce M. Podobnik, associate professor of sociology. Ph.D. 2000, M.A. 1994 Johns Hopkins University. B.A. 1991 University of California at Santa Cruz.

Paul R. Powers, associate professor of religious studies. M.A. 1992 University of Chicago Divinity School. B.A. 1990 Carleton College.

Will Pritchard, assistant professor of English. Ph.D. 1998, M.A. 1992 University of Chicago. B.A. 1986 Yale University.

James D. Proctor, professor of environmental studies. Ph.D. 1992, M.A. 1989, M.S. 1989 University of California at Berkeley. B.A. 1980 University of Oregon.

Matthieu Raillard, assistant professor of Hispanic studies. Ph.D. 2004, M.A. 2000 University of Virginia. B.A. 1998 Colgate University.

C. Gary Reiness, professor of biology. Ph.D. 1975, M.Phil. 1974 Columbia University. B.A. 1967 Johns Hopkins University.

G. Mitchell Reyes, assistant professor of communication. Ph.D. 2004, M.A. 2000 Pennsylvania State University. B.S. 1997 Willamette University.

Molly Robinson Kelly, assistant professor of French. Ph.D. 2000, M.A. 1996 Princeton University. M.A. 1994, B.A. 1992 Université Catholique de Louvain.

Elizabeth B. Safran, associate professor of geological science. Ph.D. 1998 University of California at Santa Barbara. M.Sc. 1993 University of Washington. B.A. 1989 Harvard University.

Bethe A. Scalettar, professor of physics. Ph.D. 1987 University of California at Berkeley. B.S. 1981 University of California at Irvine.

Harold J. Schleaf, associate professor of economics. Ph.D. 1977 University of Chicago. M.S. 1970 Oregon State University. B.S. 1966 Valparaiso University.

Thomas J. Schoeneman, professor of psychology. Ph.D. 1979, M.S. 1974, B.A. 1973 State University of New York at Buffalo.

Stepan S. Simek, associate professor of theatre. M.F.A. 1995 University of Washington. B.A. 1991 San Francisco State University.

George Skipworth, assistant professor of music. D.M.A. 1999 University of California at Los Angeles. M.M. 1975 Johns Hopkins University. B.A. 1972 Whitman College.

Heather M. Smith, assistant professor of international affairs. Ph.D. 2007, M.A. 2003 University of California at San Diego. B.A. 2000 University of California at Irvine.

Nicholas D. Smith, James F. Miller Professor of Humanities. Ph.D. 1975 Stanford University. B.A. 1971 University of Rochester.

Herschel B. Snodgrass, professor of physics. Ph.D. 1966 University of California at Berkeley. B.A. 1959 Reed College.

Elizabeth A. Stanhope, assistant professor of mathematics. Ph.D. 2002, A.M. 1999 Dartmouth College. B.A. 1995 Carleton College.

Iva Stavrov, assistant professor of mathematics. Ph.D. 2003, M.S. 2001 University of Oregon. B.S. 1998 University of Belgrade.

Bruce Suttmeier, associate professor of Japanese. Ph.D. 2002, A.M. 1994 Stanford University. B.S. 1991 University of Rochester.

Mary Szybist, assistant professor of English. M.F.A. 1996 University of Iowa. M.T. 1994. B.A. 1992 University of Virginia.

Juan Carlos Toledano, associate professor of Hispanic studies. Ph.D. 2002 University of Miami. B.A. 1996 Universidad de Granada.

Cara Tomlinson, assistant professor of art. M.F.A. 1993 University of Oregon. B.A. 1986 Bennington College.

Pauls Toutonghi, assistant professor of English. Ph.D. 2006, M.A. 2002 Cornell University. B.A. 1999 Middlebury College.

Stephen L. Tufte, associate professor of physics. Ph.D. 1997, M.S. 1989 University of Wisconsin at Madison. B.A. 1986 St. Olaf College.

Freddy O. Vilches, assistant professor of Hispanic studies. Ph.D. 2006, M.A. 1993, B.A. 1991 University of Oregon.

Theodore W. Vogel, assistant professor of art and program head of ceramics. M.F.A. 1984 University of Colorado. B.F.A. 1980 University of South Dakota.

Todd Watson, assistant professor of psychology. Ph.D. 2005 State University of New York at Stony Brook. M.A. 2000 Radford University; B.S. 1997 Pennsylvania State University.

Stephen Weeks, associate professor of theatre. Ph.D. 1988 Stanford University. M.A.T. 1972 Brown University. A.B. 1971 Middlebury College.

Benjamin W. Westervelt, associate professor of history. Ph.D. 1993 Harvard University. M.T.S. 1985 Harvard Divinity School. B.A. 1982 Brandeis University.

Wendy Woodrich, senior lecturer in foreign languages. Ph.D. 1992 University of Oregon. M.A. 1977 University of Nevada at Las Vegas. B.A. 1975 Lewis & Clark College.

Elliott Young, associate professor of history. Ph.D. 1997, M.A. 1993 University of Texas at Austin. B.A. 1989 Princeton University.

Yueping Zhang, associate professor of psychology. Ph.D. 1996, M.A. 1992 University of New Hampshire. M.D. 1985 Shandong Medical University.

Rishona Zimring, associate professor of English. Ph.D. 1993, B.A. 1985 Yale University.

VISITING FACULTY

George Austin, visiting instructor in communication. M.S. 1966, B.S. 1965 University of Oregon.

Kimberly Brodtkin, visiting assistant professor of humanities. Ph.D. 2001 Rutgers University. B.A. 1992 University of Pennsylvania.

William George Cole, visiting professor of psychology. Ph.D. 1980 University of Washington. B.A. 1970 Emory University.

Edward Cushman, visiting assistant professor of philosophy. Ph.D. 2003 University of California at Berkeley. A.B. 1991 Harvard University.

Michelle Diggles, visiting assistant professor of international affairs. Ph.D. 2008 (expected), M.A. 2003 University of Oregon. B.S. 1998 University of Wisconsin.

Justin Elardo, visiting assistant professor of economics. Ph.D. 2003, M.S. 1999 University of Utah. B.A. 1996 State University of New York at Cortland.

Travis Feldman, visiting professor of English. Ph.D. 2005 University of Washington. M.A. 1999 University of Victoria. B.A. 1994 St. John's College.

Gerald Harp, visiting assistant professor of humanities. Ph.D. 2002 University of Iowa, M.F.A. 1991 University of Florida, M.A. 1985 Saint Louis University, B.A. 1983 Saint Meinrad College.

Reiko Hillyer, visiting assistant professor of history. Ph.D. 2006, M.Phil. 2001, M.A. 1999 Columbia University. B.A. 1991 Yale University.

Gordon Kelly, visiting assistant professor of humanities. Ph.D. 1999, M.A. 1993 Bryn Mawr College, B.A. 1991 Rutgers University, B.A. 1985 Villanova University.

Jeffrey Leonard, visiting instructor in music. B.M. 1984 Western Washington University.

Megan McDonald, visiting instructor in Spanish. M.A. 1994, B.A. 1992 University of Oregon.

Claudia Nadine, visiting assistant professor of humanities. Ph.D. 1994, M.A. 1987, B.A. 1984, B.S. 1983 University of California at Irvine. A.A. 1980 Stephens College.

Brett Paschal, visiting instructor in music. M.M. 1998 University of Tennessee at Knoxville. B.M. 1996, B.A. 1996 Eastern Washington University.

Michael W. Rathbun, visiting assistant professor of art. M.F.A. 1995 University of Minnesota. B.A. 1991 Bethel College.

Dawn Salgado, visiting assistant professor of psychology. Ph.D. 2007 University of Rhode Island. M.A. 1999 Brandeis University. B.S. 1996 Virginia Commonwealth University.

Kenneth Strothkamp, visiting associate professor of chemistry. Ph.D. 1973 Columbia University. B.S. 1968 The City College of New York.

Joel Sweek, visiting assistant professor of humanities. Ph.D. 1996, M.A. 1987, B.A. 1982 University of Chicago.

Heather Watkins, visiting assistant professor of art. M.F.A. 2000 Rhode Island School of Design. B.A. 1992 Pitzer College.

John Withey, visiting assistant professor of biology. Ph.D. 2006, M.S. 2002 University of Washington. B.A. 1991 Pomona College.

ADJUNCT FACULTY

Cecilia I. Benenati, instructor in Spanish. M.A. 1987 Universidad Nacional de Cuyo.

Michie Shinohara Deeter, instructor in Japanese. M.A. 1977 Ohio State University. B.A. 1973 International Christian University at Tokyo.

Meiru Liu, instructor in Chinese. Ph.D. 1996, M.A. 1991 Portland State University. M.A. 1987 Beijing Foreign Studies University. B.A. 1980 Tianjin Normal University.

Susan McBerry, instructor in music. M.A. 1971, B.A. 1970 Portland State University.

Orla McDonagh, instructor in music. M.M. 1998 Indiana University at Bloomington. B.M. 1995 Juilliard School.

Marisela Nyoka, instructor in Spanish. M.A. 1996, B.A. 1994 Portland State University. B.S. 1970 Universidad Autónoma del Estado de Morelos.

M. Esperanza Outeirino-Feijoo, instructor in Spanish. M.A. 2004, M.A. 2003 Portland State University. B.A. 1998 University of Santiago de Compostela, Spain.

ACADEMIC PROFESSIONALS

Deborah J. Anholt, instructor in Academic English Studies. M.A. 1977 Ohio University. B.A. 1971 University of Washington.

Suanne Benowicz, director of the Math Skills Center. M.A. 1968 Northwestern University. B.A. 1966 Lawrence University.

Mark Dahl, assistant director for systems and collection management services. M.L.I.S. 1997, M.S. 1996, B.A. 1992 University of Wisconsin at Madison.

Mark Duntley, dean of the chapel. Ph.D. 1988 Graduate Theological Union. M.Div. 1980 San Francisco Theological Seminary. B.S. 1977 University of Washington.

Douglas M. Erickson, head of special collections and college archivist. M.A. 1990, B.S. 1988, Brigham Young University.

David Fix, track and cross country coach and instructor in physical education and athletics. Ph.D. 1979 University of Oregon. M.S. 1971 Eastern Illinois University. B.S. 1970 Lewis & Clark College.

Julie Fulks, head women's softball and basketball coach and instructor in physical education and athletics. M.Ed. 2004 Defiance College. B.A. 2000 Capital University.

Robert Gaillard, head men's basketball coach and instructor in physical education and athletics. Ed.D. 1985, M.A. 1983, B.S. 1962 University of San Francisco.

Joann M. Geddes, instructor and director of Academic English Studies. M.A. 1977 Portland State University. B.A. 1973 Simmons College.

Joanna Haney, coordinator of research services. M.L.S. 1973 University of Illinois. B.A. 1968 Creighton University.

Elaine Heras, associate director of the Watzek Library. M.L.S. 1967, B.S. 1965 University of Illinois.

Elaine Hirsch, library advancement coordinator. M.L.S. 1995 Indiana University. B.S. 1992 Illinois State University.

Susan Hubbuch, director of the Writing Center. Ph.D. 1974 University of Oregon. M.A. 1967 University of Wisconsin at Madison. A.B. 1964 Trinity College.

Lori Jepsen, head volleyball coach and instructor in physical education and athletics. M.A. 1982 Azusa Pacific University. B.A. 1978 University of Southern California.

Daniel Kelley, coordinator of outreach and instruction. M.L.S. 1995 University of Maryland. B.A. 1991 Indiana University at Bloomington.

Robert Killin, instructor in chemistry and laboratory coordinator. M.S. 2004 Oregon State University. B.S. 2000 University of Puget Sound.

James J. Kopp, director of the Watzek Library. Ph.D. 1990 George Washington University. M.S.L.S. 1980 Catholic University of America. M.A. 1978 University of Portland. B.A. 1975 University of Oregon.

Wendy McLennan, instructor in biology and biology laboratory stockroom coordinator. A.B. 1978 University of California at Berkeley.

Mark Pietrok, senior assistant director of sports medicine and instructor in physical education and athletics. M.Ed. 1987, B.A. 1985 University of Portland.

Katherine A. Rubick, reference librarian. M.L.S. 1997 Simmons College. B.A. 1992 Kenyon College.

Betty Ann Smith, reference librarian. M.L.S. 1963 Columbia University. B.A. 1962 Willamette University.

Laura Tucker, catalog librarian. M.L.S. 1996 University of North Texas. B.A. 1993 Brigham Young University.

Julie Vorholt-Alcorn, instructor in Academic English Studies. M.A. 2000 Monterey Institute of International Studies. B.S. 1993 Kent State University.

Christine Wallin, instructor in Academic English Studies. M.A. 2006 Northern Arizona University. B.A. 2000 Auburn University.

Norman J. Yoshida, instructor in Academic English Studies. M.S. 1967 University of California at Los Angeles. B.A. 1965 University of Hawaii.

TEACHER EDUCATION, GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Charles R. Ault Jr., professor of education. Ph.D. 1980 Cornell University. A.B. 1972 Dartmouth College.

Janet Bixby, associate dean of faculty and assistant professor of education. Ph.D. 2001, M.A. 1993 University of Wisconsin at Madison. M.Ed. 1989, A.B. 1986 Harvard University/Radcliffe College.

Kimberly Campbell, assistant professor of education. J.D. 1985 Willamette University College of Law. M.A.T. 1994, B.A. 1979 Lewis & Clark College.

Sara Expósito, assistant professor of education. Ph.D. 2004, M.A. 2001 Claremont Graduate University. B.A. 1984 California State University at Los Angeles.

Alejandra Favela, assistant professor of education. Ph.D. 2004 Claremont Graduate University/San Diego State University. M.A. 1994 London School of Economics. B.A. 1992 University of California at Berkeley.

Vernon Jones, associate dean of administration and chair and professor of education. Ph.D. 1971 University of Texas at Austin. B.A. 1968 Lewis & Clark College.

Nancy G. Nagel, and professor of education. Ed.D. 1987 Portland State University. M.S. 1971, B.S. 1969 University of Oregon.

Lynn Reer, assistant professor of education. Ph.D. 1982 Georgetown University. M.A. 1966 University of Michigan. B.A. 1964 Oberlin College.

Ruth Shagoury, Mary Stuart Rogers Professor of Education. Ph.D. 1988, M.Ed. 1981 University of New Hampshire. B.A. 1972 Colby College.

Gregory A. Smith, professor of education. Ph.D. 1989 University of Wisconsin at Madison. M.A. 1976 Southern Oregon University. B.A. 1970 University of Oregon.

Zaher Wahab, professor of education. Ph.D. 1972, M.A. 1972 Stanford University. M.A. 1968 Teachers College, Columbia University. B.A. 1965 American University of Beirut.

PROFESSORS EMERITI

John C. Abele, physics. Ph.D. Michigan State University.

Richard E. Adams, sociology. Ph.D. Duke University.

Anton Andereggen, French. Ph.D. University of Colorado.

Henry M. Bair, history. Ph.D. Stanford University.

Donald G. Balmer, U.G. Dubach Professor of Political Science. Ph.D. University of Washington.

Don E. Batten, psychology. Ph.D. Washington State University.

Jan E. Bender, German. Ph.D. University of Nebraska.

John T. Braun, English. Ph.D. University of Washington.

Stewart Buettner, art history. Ph.D. Northwestern University.

Helena M. Carlson, psychology. Ph.D. University of California at Riverside.

John A. Crampton, political science. Ph.D. University of California at Berkeley.

John R. Crist, sociology. Ph.D. University of Missouri.

Thomas D. Darrow, biology. Ph.D. Oregon State University.

Dinah Dodds, German. Ph.D. University of Colorado.

Arleigh R. Dodson, chemistry. Ph.D. Michigan State University.

Douglas M. Egan, business. Ph.D. University of California at Berkeley.

Keith E. Eide, music. Honorary D.M. Warner Pacific College.

Gary K. Emblen, physical education and athletics. M.S. University of Oregon.

Klaus Engelhardt, French and German. Ph.D. University of Munich.

Volney E. Faw, psychology. Ph.D. University of Chicago.

Pietro M.S. Ferrua, French. Ph.D. University of Oregon.

Edwin R. Florance, biology. Ph.D. Oregon State University.

Mónica Flori, Spanish. Ph.D. University of Oregon.

Elvy L. Fredrickson, mathematics. Ph.D. Oregon State University.

Lee R. Garrett, music. D.M.A. University of Oregon.

Michaela Paasche Grudin, English. Ph.D. University of California at Berkeley.

Joseph M. Ha, international affairs. Ph.D. Columbia University.

John Hart, English. Ph.D. University of Washington.

James E. Holton, archivist; political science. M.A. Louisiana State University.

Lloyd K. Hulse, Spanish. Ph.D. University of Cincinnati.

Mary Hunter, physical education and athletics. M.Ed. Oregon State University.

Morton Y. Jacobs, English. Ph.D. University of North Carolina.

William S. Jensen, business and administrative studies. Ph.D. Oregon State University.

Curtis R. Keedy, chemistry. Ph.D. University of Wisconsin.

Kenneth Kinnear, religious studies. D.M. University of Chicago.

Stephen H. Knox, English. Ph.D. Pennsylvania State University.

Zuigaku Kodachi, Japanese. M.A. University of Rissho.

Sevin Koont, philosophy. Ph.D. Southern Illinois University.

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Roger K. Paget, political economy and Asian studies. Ph.D. Cornell University.

Reinhard G. Pauly, music. Ph.D. Yale University.

Richard L. Peck, international affairs. Ph.D. Yale University.

William J. Randall, chemistry. Ph.D. University of Illinois.

Nosratollah Rassekh, history. Ph.D. Stanford University.

Edgar S. Reynolds, theatre. Ph.D. University of California at Berkeley.

John K. Richards, education. Mus.D. Philadelphia Conservatory.

Richard L. Rohrbaugh, Paul S. Wright Professor of Christian Studies. S.T.D. San Francisco Theological Seminary.

William A. Rottschaefer, philosophy. Ph.D. Boston University.

Vern Rutsala, English. M.F.A. 1960 University of Iowa.

Vance Savage, Spanish. Ph.D. University of Oregon.

Harvey J. Schmidt Jr., mathematics. Ph.D. University of Oregon.

Steven R. Seavey, biology. Ph.D. Stanford University.

Gilbert Seeley, James W. Rogers Professor of Music. D.M.A. University of Southern California.

Dean A. Sempert, health and physical education. M.S. University of Southern California.

Phillip T. Senatra, economics. Ph.D. University of Iowa.

William N. Shearer, chemistry. Ph.D. Oregon State University.

Kenneth B. Shores, art. M.F.A. University of Oregon.

Dell Smith, registrar. Ph.D. Oregon State University.

Lois M. Smithwick, health and physical education. M.Ed. Lewis & Clark College.

Michael Taylor, art. M.F.A. University of California at Los Angeles.

Hester H. Turner, education; health and physical education. Ed.D. Oregon State University.

Jean M. Ward, communication. Ph.D. University of Oregon.

Bruce West, art and sculpture. B.S. University of Oregon.

Richard A. Willis, theatre. Ph.D. Northwestern University.

Fred O. Wilson, health and physical education. M.Ed. University of Oregon.

Bernard R. Wolff, education. D.Ed. University of Oregon.

Phyllis A. Yes, art. Ph.D. University of Oregon.

Administrators

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President, Thomas J. Hochstetler

Executive Assistant to the President, Tina Blackwell

Vice President, Secretary of the College, and General Counsel, David Ellis

OFFICE OF THE PROVOST

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Assistant to the Provost, Wendy Washburn

Associate Provost, Mervyn Brackett

Director of Institutional Research, Jay Beaman

Associate Vice President for Campus Life, Michael Ford

Dean of the Chapel, Mark Duntley

Director of Campus Events, Sherron Stonecypher

Director of the Ronna and Eric Hoffman Gallery of Contemporary Art,
Linda Tesner

Chief Technology Officer, Dan Terrio

Director of Client Services, Kelly Wainwright

Director of Network and Telecommunications, Chris Stevens

Director of Information Systems, Brad Wilkins

Director of Instructional Media Services, Patrick Ryall

Dean of Admissions, Michael B. Sexton

Senior Associate Dean of Admissions, Emily A. Decker '85

Senior Associate Dean of Admissions, Janice Schermer M.Ed. '03

Associate Dean of Admissions and Director of Multicultural Recruitment,
Adrienne Enriquez

Associate Dean of Admissions, Erica L. Johnson '98

Associate Dean of Admissions, Erika Lynn Quiggins

Associate Dean of Admissions, Karin Dobbins Sherer

Assistant Dean of Admissions, Erin Dobson Cooley

Assistant Dean of Admissions, Kylee Brandt

Admissions Counselor, John C. Stewart

Dean of Students, Celestino Limas

Associate Dean of Students and Director of International Students and Scholars,
Greg Caldwell

Associate Director of International Students and Scholars, Brian White

Director of the Center for Community and Career Engagement,

Minda Heyman

Associate Director of the Center for Community and Career Engagement,

Adonica DeVault

Assistant Director of the Center for Community and Career Engagement,
Kelly Hoover

Associate Dean of Students and Director of Wellness Services/

Chief Psychologist, John Hancock

Coordinator of Health Promotion and Wellness, Melissa Osmond

Coordinator of Student Support Services, Dale Holloway

Medical Coordinator and Nurse Practitioner, Elizabeth Austin

Women's Health Nurse Practitioner, Nancy Kalvelage

Associate Dean of Students and Director of Multicultural Affairs, Lisa Webb

Associate Director of Multicultural Affairs, Shavette McGhee

Director of Student Activities, Jason Feiner

Director of College Outdoors, Joe Yuska

Assistant Dean of Students and Director of Campus Living, Winston Jones

Director of Housing and Orientation for Campus Living, Sandi Bottemiller

Director of Campus Safety, Tim O'Dwyer

Campus Safety Supervisor, Ben Yanez

Director of Mail Services, Vicky Foster

Director of Student Financial Services, Glendi Gaddis

Associate Director of Student Financial Services, Anastacia Dillon

OFFICE OF THE DEAN OF THE COLLEGE OF ARTS AND SCIENCES

Dean of the College of Arts and Sciences, Julio C. de Paula

Executive Assistant to the Dean, Terri Banasek

Director of Summer Programs, To be named

Sponsored Research Officer, Kelly DelFatti

Associate Dean, Jane H. Hunter

Registrar, Diane Crabtree

Director of Academic Advising and Special Assistant to the Dean on Student

Academic Affairs, Kurt Fosso

Director of Academic English Studies, Joann M. Geddes

Director of Academic Grants and Awards, Robert M. Eisinger

Director of Assessment, Harold J. Schleaf

Director of the Aubrey R. Watzek Library, James J. Kopp

Associate Director of the Aubrey R. Watzek Library, Elaine Heras

Director of Faculty Development, Keith Dede

Director of the Math Skills Center, Suanne Benowicz

Director of Overseas and Off-Campus Programs, Larry A. Meyers

Assistant Director of Overseas and Off-Campus Programs, Lucrecia Choto

Director of Physical Education and Athletics, Clark S. Yeager

Associate Director of Physical Education and Athletics, Sharon Sexton

Director of College Outdoors, Joe Yuska

Director of the Writing Center, Susan Hubbuch

OFFICE OF FINANCE

Vice President for Business and Finance and Treasurer of the College, Carl B. Vance

Executive Assistant, Moira Domann

Associate Vice President for Finance/Controller, George Battistel

Director of Accounting, Marietta Lawson '79

Director of Operating and Capital Budgets, Robert Nayer

Director of the Student and Departmental Account Service, Sumiko Yourtee

Assistant Treasurer, Michael Waddell

Associate Vice President for Facilities, Richard J. Bettega

Acting Assistant Vice President for Human Resources, David Ellis

OFFICE OF INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement, Gregory A. Volk

Executive Assistant, Ronna Newsom

Associate Vice President for Development, Catherine Crooker

Director of Advancement Services, JC Minton

Interim Director of Annual Giving, Aaron Whiteford

Director of Corporate and Foundation Relations, Erik Fast

Director of Major Gifts, Jennifer Baumann

Director of Planned Gifts, Sharon Bosserman-Benson

Associate Vice President for Public Affairs and Communications,
Tom Krattenmaker
Director of Marketing and Publications, Joe Becker
Director of New Media, David W. McKelvey
Director of Public Relations, Jodi Heintz
Senior Communications Officer and Art Director, Amy Drill
Senior Communications Officer and Editor, Chronicle, Shelly Meyer
Director of Alumni and Parent Programs, Andrew McPheeters

PRESIDENTS EMERITI

President 1960-81, John R. Howard
President 1981-89, James A. Gardner
President 1989-2003, Michael J. Mooney

Board of Trustees, 2008-09

Ultimate responsibility for the financial health and ongoing success of Lewis & Clark lies with the Board of Trustees, which is legally empowered to appoint Lewis & Clark's president and make major financial and planning decisions. The board formally approves the academic programs of Lewis & Clark, the annual budget, and the granting of earned and honorary degrees.

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Peter D. Chang '74, Redmond, Washington. Executive vice president and marketing director, Air Castle, and CEO and president, Chang Brothers.
D. Mark Dorman '83, Portland, Oregon. Managing principal, Endeavour Capital.
Stephen H. Dover '83, San Mateo, California. Managing director, international chief investment officer, Franklin Templeton Advisors.
M. Carr Ferguson, New York, New York. Senior counsel, Davis, Polk & Wardwell.
Dr. Gerald W. Fischer '67, Bethesda, Maryland. Professor of pediatrics and advisor to the Pediatric Infectious Disease Fellowship Program at the Uniformed Services University of the Health Sciences.
James L. Forman '81, Minneapolis, Minnesota. Partner, Oberman, Thompson & Segal.
Stephanie J. Fowler M.A. '97, Portland, Oregon. Volunteer counselor, William Temple House.
Dick Geary, Portland, Oregon. President, Richard and Janet Geary Foundation.
Jon V. Jaqua '70, Eugene, Oregon. Owner and manager, McKenzie Oaks Ranch and Metal Products Company.
Christopher E. Jay '72, Anchorage, Alaska. First vice president, Merrill Lynch & Company.
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Wesley W. Lawrence '81, Portland, Oregon. Northwest regional president, KeyBank.
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Randy Massengale '78, Seattle, Washington. President, Spinoza Technology.
Carol S. McCall, Portland, Oregon. Civic affairs.
Elizabeth McCaslin J.D. '87, Portland, Oregon. Vice president, HPK LLC.
Amy L. Miller '80, Tenafly, New Jersey. Managing director and head of corporate finance and distribution, Scotia Capital.
M. Beth Miller '73, Hoboken, New Jersey. Civic affairs.
Ronald K. Ragen, Portland, Oregon. Attorney, Davis Wright Tremaine.
Thomas P. Rasmussen '79, Montclair, New Jersey. Managing director, Citigroup Global Markets.
James T. Richardson '70, J.D. '76, Portland, Oregon. Board member and strategic consultant, Riverlake Partners.
John S. Rogers, Hughson, California. President, Mary Stuart Rogers Foundation.
Stephen A. Roth, Vancouver, Washington. President, KaiLong REI Investment Counseling.
Martha Stein-Sochas '78, Paris, France. Director, French Development Agency.
Kent Swanson, Towson, Maryland. President, Nurses Available.
Mark Tratos J.D. '79, Las Vegas, Nevada. Managing shareholder, Greenberg Traurig.
Jay Waldron, Portland, Oregon. Attorney, Schwabe, Williamson & Wyatt.
John A. Wright '83, Wanchai, Hong Kong. CEO, Global Sage Group.

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Alan Humphrey '81, Seattle, Washington. President, College of Arts and Sciences Alumni Association.
Richard Maizels J.D. '66, Portland, Oregon. President, Law Alumni Board of Directors.

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Hyla Berteau, Corona del Mar, California. Civic affairs.
Mary V. Bishop, Camas, Washington. Civic affairs.
William K. Blount, Portland, Oregon. Senior vice president, UBS Financial Services.
Jane T. Bryson, Newberg, Oregon. Civic affairs.
Bruce Burns, Lake Oswego, Oregon. Chair, president, and CEO, Burns Brothers.
Tom M. Castlen, Kings Park, New York. Executive presbyter (retired), Presbytery of Long Island.
James R. Ellis, Seattle, Washington. Partner, Preston, Gates & Ellis.
John R. Faust Jr., Portland, Oregon. Senior partner, Schwabe, Williamson & Wyatt.
Fred W. Fields, Portland, Oregon. President and CEO (retired), Coe Manufacturing Company.
Gersham Goldstein, Portland, Oregon. Partner, Stoel Rives.
Glenn H. Gregg '55, Portland, Oregon. Treasurer emeritus, Lewis & Clark.
Ronna H. Hoffman, Portland, Oregon. Civic affairs.
W. Burns Hoffman, Santa Barbara, California. President (retired), Hoffman Construction Company.

Ralph M. Holman J.D. '37, Salem, Oregon. Justice (retired), Supreme Court of Oregon.

John R. Howard, Lake Oswego, Oregon. President emeritus, Lewis & Clark.

Richard B. Keller, Vancouver, Washington. President, Keller Enterprises.

John A. Kemp '63, Sherwood, Oregon. Chair and CEO (retired), Columbia Management Company.

Mary Maletis, Portland, Oregon. Civic affairs.

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A. Myron Nichols, Niskayuna, New York. Minister (retired), United Presbyterian Church.

H. Gerald Nordberg Jr., New York, New York. Chair, Nordberg Capital.

Kenneth M. Novack, Portland, Oregon. Chair, Schnitzer Steel Industries.

Robert B. Pamplin Sr., Portland, Oregon. Chair, R.B. Pamplin Corporation.

Robert B. Pamplin Jr. '64, '65, '66, Portland, Oregon. President, R.B. Pamplin Corporation.

Owen M. Panner, Medford, Oregon. Senior U.S. District Court Judge.

Ambassador Edward J. Perkins '56, Norman, Oklahoma. Executive director of International Programs Center, University of Oklahoma.

Walden C. Rhines, Wilsonville, Oregon. Chair and CEO, Mentor Graphics.

Robert L. Ridgley, Portland, Oregon. Chair (retired), Northwest Natural.

Arthur A. Riedel, Portland, Oregon. Chair, Celtic Investment Company.

Emanuel Rose, Portland, Oregon. Rabbi, Congregation Beth Israel (retired).

Harold J. Schnitzer, Portland, Oregon. President, Harsch Investment Corporation.

Joan Smith, Portland, Oregon. Oregon Public Utility Commission (retired).

Charles C. Spalding, Honolulu, Hawaii. Civic affairs.

Edward A. Stamm, Palm Desert, California. Vice president (retired), Tumatic Lumber Company.

A. William Sweet, North Bend, Oregon. Chair (retired), Western Bank.

Ann J. Swindells, Portland, Oregon. Civic Affairs.

Ambassador Charles J. Swindells '66, Portland, Oregon. Managing director, U.S. Trust.

Samuel C. Wheeler, Portland, Oregon. Vice president, Barclay Logging Company.

Bruce G. Willison, Los Angeles, California. Dean emeritus, School of Business, University of California at Los Angeles.

Carlton Woodard, Cottage Grove, Oregon. Retired.

College Profile

Founded

1867, four-year, private college of liberal arts and sciences.

Location

Campus on 137 acres in a wooded, residential area six miles from downtown Portland, Oregon (metropolitan area population 2 million). Pacific Ocean 80 miles to the west; Mount Hood and the Cascade Mountains 50 miles to the east.

Climate

Temperate (winter temperatures rarely reach freezing, summer temperatures rarely go above 85 degrees). Average precipitation is 37 inches.

Finances

Operating budget, \$102.9 million (net of financial aid, 2008-09)

Endowment, \$234 million (market value, May 31, 2008)

Trusts, \$12.4 million (market value, May 31, 2008)

Private gift income, \$11.6 million (2007-08)

Alumni

More than 19,000 alumni of the College of Arts and Sciences living throughout the United States and around the world. Alumni groups active in nine U.S. cities and in Japan, South Korea, Southeast Asia, Europe, and the United Arab Emirates.

ACADEMICS

Undergraduate Degree

Bachelor of Arts

Academic Calendar

Two 15-week semesters and summer school

Faculty-Student Ratio

1:13

Class Size

87% of classes have 29 or fewer students. Average class size is 20.

Faculty

94% of full-time faculty hold a Ph.D. or highest degree in field.

Faculty Honors and Achievements, 2000-2006

Grants and fellowships from organizations including the American Chemical Society, Arkay Foundation, Arnold and Mabel Beckman Foundation, Cure Autism Now Foundation, Defense Advanced Research Projects Agency, DePuy Mitek, Camille and Henry Dreyfus Foundation, Geological Society of America, Arnold L. and Lois S. Graves Award in the Humanities, Howard Hughes Medical Institute, Huntington Library, Intel Corporation, Japan Foundation, MacDowell Colony, Mathematical Association of America, Merck/AAAS Undergraduate Science Research Program, Andrew W. Mellon Foundation, M.J. Murdock Charitable Trust, National Geospatial Agency, National Institute for Technology and Liberal Education, National Institutes of Health, National Science Foundation, Oregon Community Foundation, Oregon Council for the Humanities, Organization for Autism Research, PEN Translation Fund, Positive Psychology Foundation, Regional Arts & Culture Council, Research Corporation, South Asia Center at the University of Washington, U.S. Department of Education, Templeton Foundation, U.S. Department of State, U.S. National Security Agency, and Woodrow Wilson National Fellowship Foundation.

National Student Honors, 1994-2008

Ford Foundation Fellowship (1), Fulbright Scholarships (22), Goldwater Scholarships (24), Hertz Foundation Fellowships (2), Howard Hughes Medical Institute Fellowship (1), Madison Fellowships (2), Mellon Fellowships (2), National Endowment for the Humanities Younger Scholar Award (1), National Science Foundation Graduate Research Fellowships (8), NCAA Postgraduate Scholarship (1), Rhodes Scholarship (1), Truman Scholarships (9), Udall Scholarships (7), Wilson Fellowships (2).

CURRICULUM

Majors (■) Minors (□)

- Anthropology, see Sociology and Anthropology
- Art (Studio)
- Art History
 - Art and Art History
- Biochemistry and Molecular Biology
- Biology
 - Chemistry
 - Chinese
 - Classical Studies
- Communication
 - Computer Science
- Computer Science and Mathematics
 - Dance
- East Asian Studies
- Economics
 - English
- Environmental Studies
 - Ethnic Studies
- Foreign Languages
- French Studies
 - Gender Studies
- German Studies
- Hispanic Studies
- History
 - International Affairs
 - Japanese
 - Latin American Studies
- Mathematics
 - Music
- Philosophy
 - Physics
- Political Economy
 - Political Science
- Psychology
 - Religious Studies
 - Russian
- Sociology and Anthropology
 - Spanish, see Hispanic Studies
- Student-Designed Major
- Theatre

Preprofessional and Additional Offerings

Academic English Studies (ESL)
 Education (4-1 B.A./M.A.T. Program)
 Engineering (3-2 and 4-2 Programs)
 Geological Sciences
 Off-Campus Study
 Overseas Study
 Physical Education
 Pre-Law Curriculum
 Pre-Med Curriculum

International Programs

One of the nation's strongest international education programs, including a requirement to participate in an approved overseas program or take two courses on campus that focus on the history and culture of another region of the world.

Overseas and Off-Campus Study

Approximately 25 programs annually. Most groups have 20 to 24 student participants, one faculty leader. Fifty-five percent of graduating seniors have participated in a program. Since the overseas program began in 1962, more than 9,620 students and 220 faculty members have participated in 605 programs in 66 countries or geographic areas. Some 60% of Lewis & Clark's programs go to countries outside Western Europe.

Scheduled Programs, 2009-12

Language-intensive programs: Chile, China, Dominican Republic, France, Germany, Japan, Russia, Senegal.

Semester general culture programs: Australia, China, Cuba, East Africa, Ecuador, England, France, Greece, India, Italy, Japan, New Zealand, Russia, Scotland, Spain, Vietnam.

Semester domestic programs: New York City, Washington, D.C.

Summer programs: Australia, Ecuador, Ghana.

English as a Second Language

Students from 60 countries have enrolled in Lewis & Clark's English language courses since 1972. Formerly known as the Institute for the Study of American Language and Culture, the program is now called Academic English Studies.

STUDENTS**Enrollment, Fall 2007**

College of Arts and Sciences: 1,964

Also enrolled at Lewis & Clark:

Graduate School of Education and Counseling: 856

School of Law: 742

Geographic Distribution, Fall 2007**(College of Arts and Sciences)**

22% California
 20% Oregon
 10% Washington
 9% Midwest
 9% Mountain States
 8% Northeast
 8% International citizens
 7% Southwest
 4% Alaska/Hawaii
 2% Southeast
 1% U.S. students abroad

States represented: 45

Countries represented: 51

First-Year Class, 2008-09: Class of 2012

5,553 students applied; 58% admitted

540 students enrolled¹¹

73% from public high schools, 27% private

84% in top quarter of graduating class

16% U.S. students of color

5% international citizens

Ranges for middle 50% of class:

■ GPA 3.5-4.0

■ SAT 1850-2040

■ SAT 1240-1360 (CR+M only)

■ ACT 27-31

FACILITIES**Aubrey R. Watzek Library**

More than 718,000 items including books, documents, audiovisual materials, microforms, and periodicals. Through the Summit catalog, access to over 28 million items from 35 member institutions in the Pacific Northwest. Houses the most extensive collection of printed materials known to exist on the Lewis and Clark Expedition. Open computer lab and more than 500 spaces for student study. Library open 24 hours on weekdays during fall and spring semesters.

Science

Extensive laboratory facilities for teaching and student-faculty research in physics, chemistry, computer science and mathematics, biochemistry, and biology. Scanning electron microscope, well-equipped molecular biology laboratory, greenhouse, equipment for field biology, gas chromatograph/mass spectrometer, high-pressure liquid chromatograph, 300 MHz FTNMR spectrometer, inert atmosphere glove box, atomic absorption spectrometer, diode array UV-visible spectrophotometers, infrared spectrometers, molecular modeling laboratory, observatory with Newtonian and solar telescopes, computer-enhanced optical microscope, solid-state physics laboratory with variable temperature cryostat and superconducting magnet, three-directional seismograph, UNIX-based computer class laboratories, access to Mathematica. Nearby Tryon Creek State Park is used as a laboratory for field courses in biology and geology.

Computers

Access to publicly available computers and to specialized peripherals such as color scanners, color printers, digital cameras, and digital video editing—all connected via a campus network that also provides high-speed access to the Internet. Direct Internet access available in all residence halls. Wireless network access available in Watzek Library, Boley Law Library, and other public spaces on campus. Further expansion planned. Most computing resources available free of charge, 24 hours a day throughout the academic year.

Fir Acres Theatre

225-seat Main Stage performance/teaching theatre, Black Box experimental teaching theatre, scene shop, costume room, green room, design lab.

Music

410-seat performance auditorium, 22 practice rooms, 43 pianos, 2 harpsichords, 4 pipe organs including an 85-rank Casavant pipe organ, Javanese gamelan, electronic music lab, piano lab.

Art

Studio facilities for drawing, painting, sculpture, ceramics, computer graphics, graphic design, photography. Hoffman Gallery of Contemporary Art and Arnold Gallery for student art.

¹¹ In addition, approximately 60 transfer students enroll each year.

Athletics

Pamplin Sports Center: gymnasium (2,300 capacity), six tennis courts (three covered by heated airdome), fully equipped weight room, extensive training room, locker rooms. Zehntbauer Swimming Pavilion: indoor competition pool. Huston Sports Complex: baseball and softball fields. Griswold Stadium–Fred Wilson Field–Eldon Fix Track (3,600 capacity): lighted, synthetic AstroTurf playing field, world-class polyurethane track. Outdoor pool.

STUDENT LIFE**Campus Living**

Ten residence halls staffed by full-time campus living coordinators and student campus living advisors. Active participation by students in residence hall councils and association. First-year and second-year students required to live on campus. All residence halls smoke free.

Food Service

Options ranging from 7 to 19 meals per week, plus flex plans; vegetarian and vegan options at all meals.

Student Services

Academic Advising, Campus Living, Campus Safety, Center for Career and Community Engagement, Chaplaincy, Counseling, Health Promotion and Wellness, International Students and Scholars, Math Skills Center, Multicultural Affairs, Student Activities, Student Employment, Student Financial Services, Student Health, Student Support Services, Writing Center.

Clubs and Interest Groups

Over 40 student organizations. No fraternities or sororities.

Music Groups

Jazz Combo, Wind Symphony, Orchestra, Opera/Musical Theatre, Cappella Nova, Percussion Ensemble, Javanese Gamelan, African Marimba, West African Rhythms.

College Outdoors

Nearly 100 outdoor expeditions per year including hiking, backpacking, skiing, snowshoeing, whitewater rafting, camping, caving, kayaking. Wilderness First Responder and Wilderness Leadership courses annually.

Athletics

Over 40% of students participate in one or more of 19 varsity, 8 club, and numerous intramural sports. Lewis & Clark belongs to the National Collegiate Athletic Association (NCAA) Division III and Northwest Conference.

Varsity Sports

Men (■), Women (□)

- □ Baseball
- □ Basketball
- □ Crew
- □ Cross country
- □ Football
- □ Golf
- Soccer
- Softball
- □ Swimming
- □ Tennis
- □ Track and field
- Volleyball

Club Sports

Men (■), Women (□), Coed, (○)

- □ Lacrosse
- Martial arts
- Sailing
- Soccer
- Indoor Soccer
- □ Ultimate Frisbee

Media

Radio station, weekly newspaper, environmental studies journal, literary magazine, international affairs journal, foreign languages journal, video production and recording studio, gender issues magazine, journal of dramatic literature, printing press and silk screen shop.

Cultural Arts

Comprehensive program of films, speakers, concerts, theatre, dance performances, art exhibits.

Religious Life

600-seat chapel, regular ecumenical services, weekly Bible studies and prayer groups, monthly Catholic Eucharist, monthly Taize prayer service. Service projects, spiritual renewal retreats, and special spiritual life lectures and programs offered each semester. Student groups including Newman Club (Catholic students), Interfaith Council, Jewish Student Union, Latter-Day Saints (Mormon), OFCS (Campus Crusade for Christ), Unitarian Universalist Group, Wildwood Pagan group, Zen Sangha Buddhist Meditation Group.

COSTS, 2008-09

Tuition and fees: \$33,726

Health insurance: \$1,280

Room and board, 14-meal flex plan: \$8,820¹²

Room and board, 19-meal plan: \$8,894¹²

Books and personal expenses (estimate): \$2,040

FINANCIAL AID

69% of students receive financial assistance through merit-based scholarships, need-based grants, loans, or employment. More than \$32 million in financial aid distributed annually in awards ranging from \$2,000 to \$43,020.

¹² Apartment series: add \$1,500 for room.

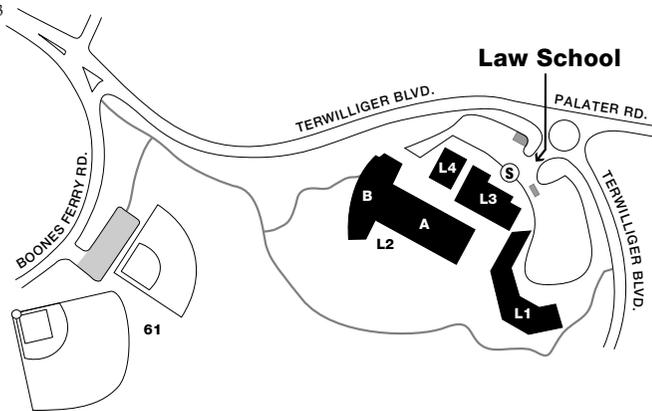
Campus Map

BUILDINGS AND FEATURES¹³

- 1 Griswold Stadium
- 2 Tennis Courts
- 3 Pamplin Sports Center
- 4 Zehntbauer Swimming Pavilion
- 5 J.R. Howard Hall
- 10 Evans Music Center
- 11 Biology-Psychology
- 12 BoDine
- 14 Albany Quadrangle (includes Smith Hall)
- 15 Fir Acres Theatre
- 17 Olin Center for Physics and Chemistry
- 18 Greenhouse (access through Olin)
- 19 Telescope (access through Olin)
- 20 Alumni Circle
- 21 Tennis Court
- 22 Rose Garden
- 23 Outdoor Pool and Dressing Pavilion
- 24 Fields Center for the Visual Arts
- 25 Miller Center for the Humanities
- 26 Watzek Library
- 26S Hoffman Gallery of Contemporary Art
- 27 Estate Gardens
- 28 Frank Manor House
- 29 Flanagan Chapel
- 30 Campus Safety
- 32 Odell Alumni Gatehouse
- 36 Templeton Campus Center
- 46 McAfee
- 47 Facilities Services
- 47A Facilities Services Administration
- 51 Heating and Cooling Plant
- 61 Huston Sports Complex
- 81A South Chapel
- 81B South Chapel Annex
- 82 Corbett House
- 83 Rogers Hall
- 84 Sequoia
- 85 Conference Center

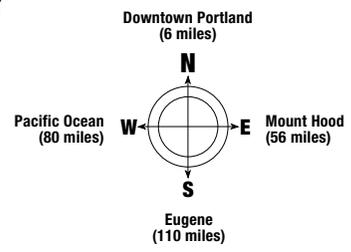
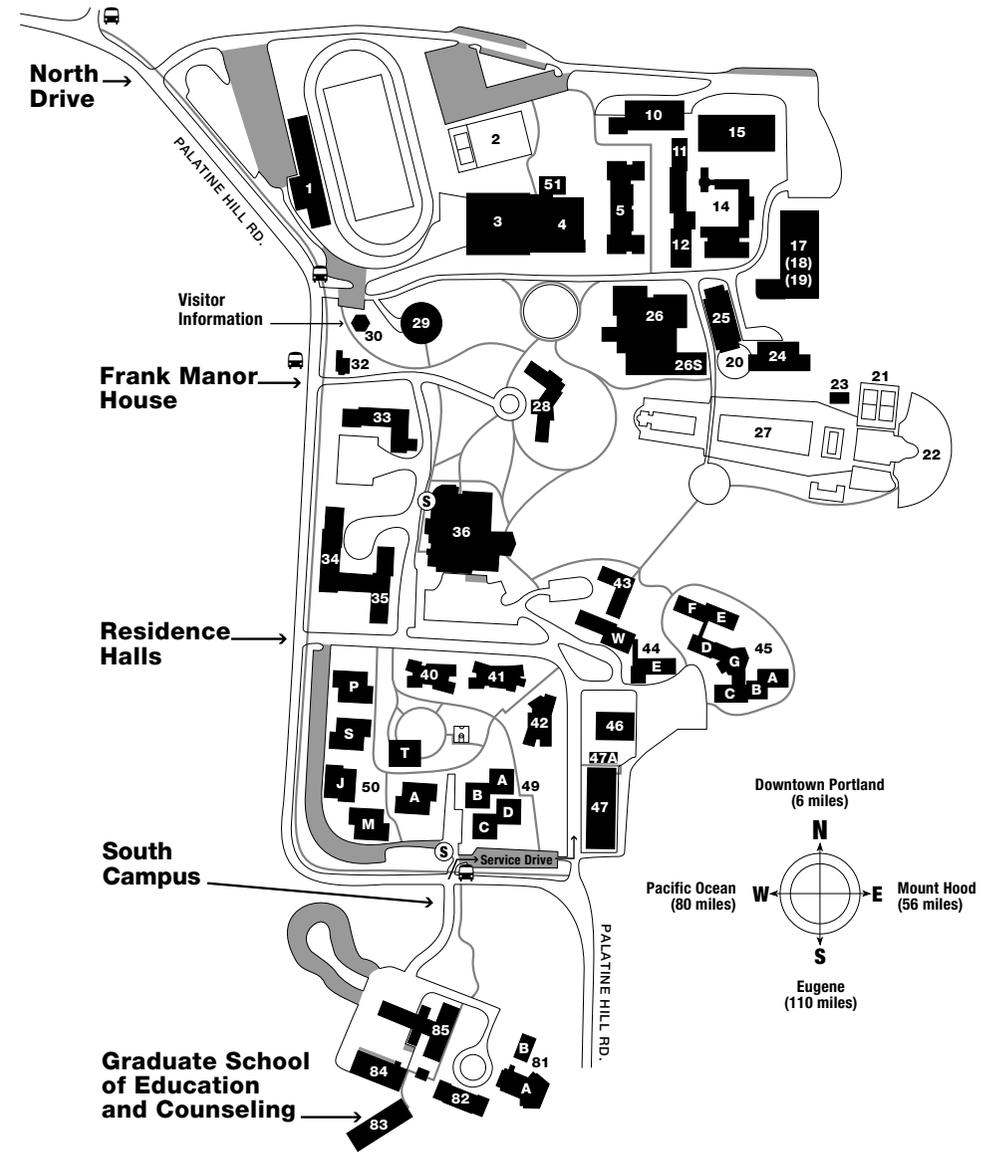
- ### RESIDENCE HALLS
- 33 Akin
 - 34 Stewart
 - 35 Odell
 - 40 West
 - 41 Roberts
 - 42 East
 - 43 Howard
 - 44 Platt (West and East)
 - 45 Copeland (A-G)
 - 49 Hartzfeld (A-D)
 - 50 Forest (Alder, Juniper, Manzanita, Ponderosa, Spruce, Tamarack)
- ### GRADUATE SCHOOL OF EDUCATION AND COUNSELING
- 83 Rogers Hall

- ### LAW SCHOOL
- L1 Legal Research Center
 - L2A Boley Law Library
 - L2B Wood Hall
 - L3 McCarty Classroom Complex
 - L4 Gantenbein



- Visitor Parking**
Parking permit (available at Visitor Information) required 7 a.m.–7 p.m. weekdays during the academic year.
- Walkway**
- TriMet Bus Stop**
- L&C Shuttle Service**

- ### RESIDENCE HALLS
- 33 Akin
 - 34 Stewart
 - 35 Odell
 - 40 West
 - 41 Roberts
 - 42 East
 - 43 Howard
 - 44 Platt (West and East)
 - 45 Copeland (A-G)
 - 49 Hartzfeld (A-D)
 - 50 Forest (Alder, Juniper, Manzanita, Ponderosa, Spruce, Tamarack)



¹³ For alphabetical listing, see page 310

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 Zehntbauer Swimming Pavilion 4

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LAW SCHOOL

Boley Law Library L2A
 Gantenbein L4
 Legal Research Center L1
 McCarty Classroom Complex L3
 Wood Hall L2B

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Rogers Hall 83

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PARKING

Parking permits are required during the fall and spring semesters, Monday through Friday from 7 a.m. to 7 p.m. Parking is free after 7 p.m. weekdays, as well as on weekends. During the summer (mid-May through August), permits are required only for parking in law school and South Campus staff spaces. Reserved parking for disabled visitors is distributed throughout campus lots. Visitor Information can provide help finding a space.

Lewis & Clark can also be reached via TriMet, bus line 39. For schedule information, visit www.trimet.org or call 503-238-7433.

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