

College Catalog

2015 – 2016

Lewis & Clark
College



<http://docs.lclark.edu/undergraduate/>

The online catalog of the College of Arts and Sciences is the official document of record.

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Contact Information

Lewis & Clark College

0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899 U.S.A.
lclark.edu

Admissions 503-768-7040, 800-444-4111 (toll-free)

President 503-768-7680

Vice President and Provost 503-768-7200

Dean of the College of Arts and Sciences 503-768-7100

Dean of Students 503-768-7110

Registrar 503-768-7335

Business and Finance 503-768-7800

Accreditation

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 College Entrance Examination Board, the Northwest Five Consortium, 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 Graduate School of Education and Counseling is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The graduate school is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) Programs are currently accredited under the 2001 standards for Community Counseling Programs.

In addition, individual graduate programs are approved and accredited by these associations and agencies: the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), National Association of School Psychologists (NASP), Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT), and Oregon Teacher Standards and Practices Commission (TSPC).

Lewis & Clark Law School is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

Disclaimer

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 when approved and shall apply not only to prospective students but also to those who are enrolled in Lewis & Clark College at the time. The contents of this catalog are based

on information available to the administration at the time of publication.

Nondiscrimination Statement

Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws, 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 of 1975, and the Americans With Disabilities Act of 1990, as well as their implementing regulations. Questions regarding Title IX may be directed to one of Lewis & Clark's Title IX coordinators (https://www.lclark.edu/about/leadership/provost/title_ix_compliance) (go.lclark.edu/about/title_ix) or to the U.S. Department of Education's Office for Civil Rights.

ADA Statement

Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark's disability policy, visit go.lclark.edu/student/disability/policy.

Please route undergraduate and graduate student requests for accommodations through Student Support Services at lclark.edu/offices/student_support_services.

Security

The security of all members of the campus community is of vital concern to Lewis & Clark. Information about safety and the enforcement authority of the Office of Campus Safety (http://lclark.edu/about/campus_safety), policies (http://lclark.edu/about/campus_safety/policies) concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) (http://lclark.edu/about/campus_safety/crime_statistics) for the most recent three-year period are available at lclark.edu/about/campus_safety. You may also request this information from the Office of Campus Safety at 503-768-7855.

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About the College

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College Profile

Founded

1867; four-year, private college of liberal arts and sciences.

Location

Campus on 137 acres in a wooded, residential area 6 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 annual precipitation is 37 inches.

Academics

Undergraduate Degree

Bachelor of Arts

Academic Calendar

Two 15-week semesters and summer school

Faculty

153 full-time faculty

80 full-time female faculty

0 graduate assistants

96% of full-time faculty hold a Ph.D. or highest degree in field.

Faculty-Student Ratio

1:12

Class Size

88% of classes have 29 or fewer students. Average class size is 19.

Major	Minor	Discipline
		Anthropology, see Sociology and Anthropology
X		Art (Studio)
X		Art History
	X	Art and Art History
X		Biochemistry and Molecular Biology
X		Biology
X	X	Chemistry
	X	Chinese
X	X	Classics
X	X	Computer Science
X		Computer Science and Mathematics
	X	Dance
X	X	East Asian Studies

X	X	Economics
X	X	English
X	X	Environmental Studies
	X	Ethnic Studies
X		Foreign Languages
X	X	French Studies
	X	Gender Studies
X		German Studies
X		Hispanic Studies
X	X	History
X		International Affairs
	X	Japanese
	X	Latin American Studies
X	X	Mathematics
X	X	Music
	X	Neuroscience
X	X	Philosophy
X	X	Physics
	X	Political Economy
X	X	Political Science
X		Psychology
X	X	Religious Studies
X	X	Rhetoric and Media Studies
	X	Russian
X		Sociology and Anthropology
		Spanish, see Hispanic Studies
X		Student-Designed Major
X	X	Theatre

Preprofessional Preparation

Business (4-2 B.A./M.B.A. Program)

Education (4-1 B.A./M.A.T. Program)

Engineering (3-2 and 4-2 Programs)

Entrepreneurship Curriculum

Pre-Law Advising

Pre-Med Curriculum

Additional Offerings

Academic English Studies (ESL)

Geological Sciences

Overseas and Off-Campus Study

Physical Education

ROTC (Army)

Major Distribution, Class of 2015

(12% of students chose to double major, 26% chose a minor)

39% Social Sciences

25% Humanities

25% Math and Natural Sciences

8% Visual and Performing Arts

3% Interdisciplinary Programs

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

Over 35 programs are offered annually. Most groups have 20 to 24 student participants and one faculty leader. More than half of graduating seniors have participated in a program. Since the overseas program began in 1962, more than 12,050 students and 290 faculty members have participated in 890 programs in 68 countries or geographic areas. Seventy percent of Lewis & Clark's programs go to countries outside Western Europe.

Scheduled Programs, 2016-19

Language-intensive programs: Chile, China, Dominican Republic, France, Germany, Japan, Russia, Senegal, Spain.

General culture programs: Australia, China, Cuba, Dominican Republic, Ecuador, England, Greece, India, Ireland, Italy, Japan, Kenya and Tanzania, Morocco, New Zealand, Russia, South Korea, Spain, Vietnam.

Domestic programs: Arizona: Border Studies; New York City; Washington, D.C.

Summer programs: Australia, Ecuador, Ghana, Japan.

English as a Second Language

Students from as many as 60 countries have enrolled in Lewis & Clark's English language courses since 1972.

Student Life

Campus Living

Eleven residence halls staffed by full-time area directors and student resident advisors. First-year and second-year students required to live on campus. Themed community options available. 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.

Clubs and Interest Groups

Nearly 70 student organizations. No fraternities or sororities.

Music Groups

Jazz Ensemble, Wind Symphony, Orchestra, Cappella Nova, Percussion Ensemble, Javanese Gamelan, African Marimba, West African Rhythms, African Rhythm and Dance, Community Chorale, Voces Auream Treble Chorus, Guitar Ensemble, Opera and Musical Theatre Workshop, four student-run a cappella groups.

International, Cultural, and Diversity Groups

Arabic Club, Chinese Club, Feminist Student Union, French Club, German Club, Hawai'i Club, International Students of Lewis & Clark (ISLC), Japanese Club, Leading to Engage All Pioneers (LEAP) Mentor Program, MOSAIC (Asian Student Union, Black Student Union, Gente Latina Unida, Native Student Union), Project Pengyou, Russian Club, Saudi Club, Shinobi, Spanish Club, Third Culture Kids/Global Nomads, United Sexualities.

College Outdoors

More than 70 outdoor expeditions per year including hiking, backpacking, skiing, snowshoeing, whitewater rafting, camping, caving, kayaking. Wilderness First Responder and Wilderness Leadership courses annually.

Athletics

Nearly two-thirds of students participate in one or more of 19 varsity sports, 10 club sports, and numerous intramural sports. Lewis & Clark belongs to the National Collegiate Athletic Association (NCAA) Division III and Northwest Conference.

Varsity Sports	Men	Women
Baseball	x	
Basketball	x	x
Cross country	x	x
Football	x	
Golf	x	x
Rowing	x	x
Soccer		x
Softball		x
Swimming	x	x
Tennis	x	x
Track and field	x	x
Volleyball		x

Active-Sports Clubs	Men	Women	Coed
Dance team			x
Lacrosse	x	x	
Ping-pong			x
Rugby	x	x	
Sailing			x
Soccer	x		
Ultimate Frisbee	x	x	

Media

Radio station, weekly newspaper, literary review, journal of international and cross-cultural affairs, journal of foreign languages and cultural expression, journal of gender studies and sexuality, journal of dramatic expression, artEXPO.

Cultural Arts

Comprehensive program of films, speakers, concerts, theatre, dance performances, art exhibits.

Religious and Spiritual Life

Six-hundred-seat chapel, regular ecumenical services, weekly Bible studies and prayer groups, monthly Catholic Eucharist, monthly Taizé prayer service. Service projects, spiritual renewal retreats, and special spiritual life lectures and programs offered each semester. Student groups include Newman Club (Catholic students), Interfaith Council, Greater Portland Hillel, Agape (Campus Crusade for Christ), Unitarian Universalist Group, LDS study group (Mormon), Common Ground (earth spirituality and pagan), Fellowship of Christian Athletes, Muslim Student Association, Buddhist group, Meditation

Group, Spiritual Que(e)ry, Mystical Grooves—Deepening Roots, Expanding Skies.

Students

Enrollment, Fall 2014

College of Arts and Sciences: 2,039

Visiting/nondegree students: 140

States represented: 47

Countries represented: 76

U.S. students of color: 21%

International students: 10%

U.S. students abroad: 5%

Also enrolled at Lewis & Clark:

Graduate School of Education and Counseling: 673

School of Law: 652

Class of 2019 (as of July 15, 2015)

7,368 students applied

660 students expected to enroll (in addition,

approximately 75 transfer students enroll each year)

73% from public high schools, 27% from private high schools

25% U.S. students of color

7% international citizens

Ranges for middle 50% of class:

GPA 3.6-4.2

SAT 1800-2060

SAT 1210-1420 (CR+M only)

ACT 27-31

Costs 2015-16

Tuition and student body fee: \$45,104

Room (double) and board (14-meal flex plan): \$11,218*

Students should also allow an estimated \$2,112 for books, supplies, and personal expenses. Transportation cost will vary.

*Apartment series: add \$1,748 for room. Eligibility rules apply.

Financial Aid

Ninety percent of students receive financial assistance through merit-based scholarships, need-based grants, loans, or campus employment. More than \$57 million in financial aid is distributed annually.

History of Lewis & Clark

Lewis & Clark's journey from pioneer vision to premier institution of higher education began 60 miles south of present-day Portland. In 1867, the Presbytery of Oregon—desiring "an institution of learning in which shall be taught all the branches of a complete college education"—secured a charter from the state legislature. The church partnered with Albany to fund and build a two-story building on the town's College Square site. Albany Collegiate Institute was born.

The school educated women and men equally within a common curriculum that focused on the classics and traditional courses. The first class, consisting of four women, graduated in 1873.

In 1905 the trustees officially adopted the name Albany College, transferred ownership to the Synod of Oregon, and established the bachelor of arts degree.

In 1934 the institution opened a lower-division extension in Portland. Enrollment grew so rapidly on the extension campus that in 1938 the trustees voted to move all operations to Oregon's urban center. They persuaded Morgan Odell, a widely respected scholar of religion and philosophy at Occidental College, to assume the presidency of the institution in 1941. The following year, through a gift-sale made possible by the generosity of the Lloyd Frank family, the trustees acquired a tract of 63 acres in Portland's southwest hills. The deeply forested landscape was home to Fir Acres, a grand estate developed in the 1920s by Lloyd Frank and designed by Herman Brookman.

To mark the transformation made possible by the acquisition, the trustees sought a new name. They unanimously selected Lewis & Clark College as a "symbol of the pioneering spirit that had made and maintained the College," thereby grounding the future of the institution in a heritage of exploration and discovery.

In the decades that followed, Lewis & Clark enhanced its undergraduate studies, added a law school, and refined graduate programs in education and counseling.

From the Fir Acres campus, now known as the undergraduate campus, the College of Arts and Sciences has launched innovative academic and experiential initiatives such as its overseas and off-campus study program, gender studies program, international studies, collaborative research between faculty and students, rigorous interdisciplinary studies, and student-initiated projects—funded by student fees—in the arts, sciences, and humanities.

Lewis & Clark's law school, founded in Portland in 1884 as the state's law school, reorganized as the private Northwestern College of Law in 1915. In 1965 the school merged with Lewis & Clark and was renamed Northwestern School of Law of Lewis & Clark College. Soon after, the law school built a new campus just west of the undergraduate campus. During the 1970s, the law school emerged from the position of a highly respected regional institution to that of national prominence, distinguished for its legal education, research, and service.

Lewis & Clark has educated teachers since its earliest days, and in 1984 postgraduate programs in education, counseling psychology, and public administration were consolidated into what is now the Graduate School of Education and Counseling. The public-administration program was transferred to Portland State University in 1996. In 2000, Lewis & Clark purchased from the Sisters of St. Francis an 18-acre estate immediately south of the undergraduate campus. It is now home to the graduate school, which develops thoughtful leaders, innovative decision makers, and agents of positive change in the fields of education and counseling. In 2004 the school initiated a program leading to a doctorate in educational leadership, and the first cohort received degrees in 2007.

In 1966, almost 100 years after Albany Collegiate Institute was chartered, Lewis & Clark and the Synod of Oregon agreed to sever their formal bonds. While affirming its historic ties to the Presbyterian Church, Lewis & Clark became an independent institution with a self-perpetuating board of trustees.

Five presidents have succeeded Morgan Odell. John Howard was president from 1960 to 1981, James Gardner from 1981 to 1989, Michael Mooney from 1989 to 2003, and Thomas Hochstettler from 2004 to 2009. Barry Glassner became president in 2010.

Today, as global thinkers and leaders, Lewis & Clark students, faculty, alumni, and staff thrive as they explore new ways of knowing, develop innovative collaborations, and strengthen civic leadership. In doing this they embrace and promote the shared objectives that draw the College of Arts and Sciences, the Graduate School of Education and Counseling, and the School of Law to a common endeavor, and that form Lewis & Clark's official motto: *Explorare, Discere, Sociare* (to explore, to learn, to work together).

Mission of Lewis & Clark

Mission

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.

Core Themes

We are a community of scholars vigorously engaged in learning, teaching, research, and creative inquiry.

We are a community that integrates theory and practice within the overall educational experience.

We are a community that commits itself to diversity and sustainability as dimensions of a just society.

We are a community that cultivates leadership and engagement in a complex and interdependent world.

Campus Buildings

The Lewis & Clark campus grew and evolved thanks to the gifts of many individuals.

Fir Acres Estate, Core of the Undergraduate Campus

In 1942, the Lloyd Frank family offered the Fir Acres estate to Lewis & Clark College on generous terms. 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 the president, vice president, and provost; the College of Arts and Sciences Admissions; and the Business Office.

Its main lounge, named for Thomas and Katherine Moore Armstrong, was refurbished in 1991. The terrace on the east side of the building is named for Edna L. Holmes, one of the home's original occupants and a Lewis & Clark trustee for more than three decades.

The Alumni Gatehouse, dedicated to Morgan S. Odell, is a stone and brick building that was part of the original Frank estate. It 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 and the Albany Society. 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 weather vane. The building, named for Lewis & Clark's origin as Albany College, was extensively renovated and expanded in 2002. It houses the Office of the Dean of the College of Arts and Sciences, Academic Advising, Overseas and Off-Campus Programs, Student Support Services, and the Dovecote Café. 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. BoDine houses faculty research labs and the Department of Mathematical Sciences.

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. A research greenhouse is also located outside of Olin.

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 Department of Art, was named for trustee Fred W. Fields. Within Fields Center, support for the photography studio came from Julia M. Robertson, a 1994 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 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 was named for the late Samuel C. Wheeler, a trustee.

The Miller Center provides 13 classrooms and houses the Departments of English, Foreign Languages and Literatures, and History. James F. Miller, investment advisor and philanthropist for whom the building was named, was a trustee of Lewis & Clark. Auditoriums on the ground floor are named for Keith E. Lindner B.S. '81 and trustee Mary Bishop 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; the late W. Burns Hoffman, trustee; former trustee Wan Koo Huh, parent of a Lewis & Clark alumna; trustee Charles J. Swindells B.S. '66; trustee Bruce Willison and Gretchen Willison; and the late John Harrington, professor of philosophy from 1946 to 1975.

John R. Howard Hall, named for 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 Sciences' social science disciplines: communication, economics, environmental studies, gender studies, international affairs, philosophy, religious studies, political economy, political science, and sociology and anthropology. J.R. Howard Hall also houses the Center for Entrepreneurship, the Symbolic and Quantitative Resource Center (SQRC), and the Copy Center. J.R. Howard Hall set a new standard for energy efficiency and adaptability in Lewis & Clark's use of sustainable 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 was named for James E. Bryson and Jane Templeton Bryson, trustee, for whose family Templeton Campus Center was named. 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; the Ann J. Swindells Seminar Room, named for the 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 late Lewis & Clark professor of English and 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; the late Elizabeth "Becky" Johnson, trustee; 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 (including the IT Service Desk) and the Writing Center are 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 trustee Ronna Hoffman and her husband, Eric Hoffman.

Chapel and Pavilion

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 Religious and Spiritual Life and the Ombuds Office. 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. In 2010 the chapel was renovated with a new wooden stage and improved lighting and sound systems.

The Diane Gregg Memorial Pavilion, dedicated in 2011, completed Thiry's original architectural design for the chapel. The pavilion honors Diane Gregg B.A. '57, wife of trustee and longtime staff member Glenn Gregg B.S. '55. It serves as a flexible space for meetings, performances, and events.

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. His son, Dr. Robert B. Pamplin Jr., earned degrees from Lewis & Clark in 1964, 1965, and 1966. Dr. Pamplin chaired the Board of Trustees from 1991 to 1996. 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, an aerobics room, locker rooms, a theatre-style classroom, a training room, and offices.

Adjacent to Pamplin Sports Center, Griswold Stadium contains seating for 3,600 people (1,800 covered), a synthetic sports field, and a polyurethane track. Graham Griswold, trustee and chair of the Board of Trustees, donated most of the materials to construct the stadium in 1953. Added in 2003, lights were upgraded to LED in 2014, making Griswold one of the first stadiums in the nation to use this lighting technology.

The playing surface in Griswold Stadium, Fred Wilson Field, is named in honor of the late Pioneers coach, professor, and director of athletics. It was renovated in 2010 with an innovative layered turf that enhances playing conditions. The field also has full inlaid markings for soccer and football. In 2012, new aluminum seating replaced the original wooden stairs and seats.

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 both 1999 and 2013.

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.

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, located just behind the law campus, is the home of Lewis & Clark's baseball and softball teams, and is equipped with dugouts, scoreboards, and batting cages.

The Pioneer sports facilities include six tennis courts—two outdoor courts and four covered by an airdome for year-round play.

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. The lower level of Odell houses the Office of Health Promotion and Wellness.

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. Juniper was completely renovated in 2014 and will serve as a model for future renovations throughout the Forest complex. 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 apartment-style residence halls—West Hall, Roberts Hall, and East Hall—designed specifically for junior and senior students. Roberts Hall is named in honor of Reverend 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 and the Office of the Dean of Students.

Completed in 2012, 169-bed Edna L. Holmes Hall was designed by Mahlum Architects and contains a mix of single rooms, double rooms, and four-person suites. The wife of Lloyd Frank, Holmes was instrumental in the creation of the Fir Acres Estate and its eventual sale to Lewis & Clark. She served as life trustee from the mid-1940s until her death in 1990.

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 Room is 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. 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, was modeled after the Assembly Hall of the United Nations in New York.

Successive renovations of Templeton Campus Center from 1990 to 2008 brought under one roof all the major undergraduate student organizations, as well as most administrative offices directly serving students. In 2013 the Fields Dining Hall was completely refurbished and in 2015 a new addition was built to house the Career Center. Facilities include the offices of Bon Appétit Food Service, Campus Living, College Outdoors, International Students and Scholars, Multicultural Affairs, the Registrar, Summer Sessions, Student Activities, Student Leadership and Service, Student and Departmental Account Services, and Student Financial Services. Offices for student government, programming, scheduling, and media are located near each other on the main level. The Bookstore, Mail Room, Trail Room (cafeteria-style dining), Student Health Service, and Counseling Service are also located in Templeton Campus Center.

Law Campus

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, dedicated in 2002, was named for the late Louise Wood and Erskine Wood Sr., a noted admiralty lawyer. 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.

Graduate Campus

In 2000, the Lewis & Clark campus was enlarged to include 18 acres located immediately to the south of the Undergraduate Campus. The former Hamilton F. Corbett estate had been owned and used as a novitiate and then 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. The Olmsted brothers, sons 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 novitiate. In 2012, Lewis & Clark transformed the Corbett garage into a state-of-art classroom, the Corbett Annex.

Rogers Hall, completely remodeled in 2001 to accommodate graduate programs in education and counseling, is named for Mary Stuart Rogers, educator and philanthropist.

The York Graduate Center (formerly the South Campus Conference Center) is named in honor of the Lewis and Clark Expedition member. It houses Food for Thought Café, as well as newly renovated classrooms and a computer lab.

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 8-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.

Academic Calendar

Fall 2015 Semester

New Student Orientation	August 26 - 30
Classes begin	August 31
Labor Day	September 7
Last day to register	September 11
Last day to add/drop courses ¹	September 11
Last day to file overload or underload	September 11
Last day to select credit-no credit grading option	September 11
Fall break	October 8-11
Registration advising	October 12-November 6
Midterm grades available on WebAdvisor	Week of October 26
Last day to request leave of absence for following semester	November 1
Last day to withdraw from a course ¹	November 6
Registration for following semester ²	November 9-19
Thanksgiving break	November 26-29
Last day of classes	December 9
Reading days	December 10-11
Final examinations	December 12, 14-16
Vacation period begins	December 17
Final grades available on WebAdvisor	December 22

Spring 2016 Semester

Martin Luther King Jr. Day	January 18
Classes begin	January 19
Last day to register	January 29
Last day to add/drop courses ¹	January 29
Last day to file overload or underload	January 29
Last day to select credit-no credit grading option	January 29
Registration advising	March 7-April 1
Midterm grades available on WebAdvisor	Week of March 14
Spring break	March 21-27
Last day to request leave of absence for following semester	April 1
Last day to withdraw from a course ¹	April 1
Registration for following semester ²	April 5-14
Last day of classes	April 28
Reading days	April 29-30
Final examinations	May 2-5
Vacation period begins	May 6
Commencement	May 7, 2016
Final grades available on WebAdvisor	May 11

Summer Session I 2016

Registration opens ²	March 5
First day of classes	May 16
Last day to settle summer account	May 16
Last day to add/drop courses ¹	May 17*
Last day to file overload	May 17*
Last day to select credit-no credit grading option	May 17*
Memorial Day	May 30

Last day to withdraw from a course ¹	June 10
Last day of class	June 24

Summer Session II 2016

Registration opens ²	March 5
First day of classes	June 27
Last day to settle summer account	June 27
Last day to add/drop courses ¹	June 28*
Last day to file overload	June 28*
Last day to select credit-no credit grading option	June 28*
Independence Day	July 4
Last day to withdraw from a course ¹	July 22
Last day of classes	August 5

Last Day to Make Up Incomplete Grades

For semester or session...	Deadline is...
Spring 2015	September 25, 2015
Summer I 2015	September 25, 2015
Summer II 2015	September 25, 2015
Fall 2015	February 12, 2016
Spring 2016	September 23, 2016
Summer I 2016	September 23, 2016
Summer II 2016	September 23, 2016

Degree Filing Dates

For December 2015 Degree	
Official degree date	December 31, 2015
Filing deadline	May 1, 2015
For May 2016 Degree	
Official degree date	May 7, 2016
Filing deadline	October 15, 2015
For August 2016 Degree	
Official degree date	August 31, 2016
Filing deadline	March 1, 2016

¹ For the policy of enrollment changes and charge adjustment, see *Changes in Registration and Enrollment Status* (p. 31) and *Costs* (p. 230).

² Information on course offerings can be found at go.lclark.edu/college/registrar.

*For summer session courses that begin after the first day of the session, the deadline to add/drop or select the credit-no credit option is 4 pm on the day of the second class meeting.

Graduation Requirements

The Liberal Arts (p. 15)

Program of Study (p. 15)

Graduation Requirements (p. 15)

General Education Requirements (p. 16)

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 (p. 16). 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:

- Mastery of the fundamental techniques of intellectual inquiry: effective writing and speaking, active reading, and critical and imaginative thinking.
- Exposure to the major assumptions, knowledge, and approaches in the fine arts, humanities, natural sciences, and social sciences.
- 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.
- Awareness of international and cross-cultural issues and gender relations.
- 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.* 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 three 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).

**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.*

Graduation Requirements

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

- 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.
- Academic residency is defined as 60 semester credits taken at Lewis & Clark. Only four credits of transfer coursework that is earned after the student reaches senior status (93 credits) may be applied to the degree.
- A cumulative grade point average of 2.000 or higher.
- Satisfactory completion of the General Education requirements (p. 16).
- 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.
- A cumulative grade point average of 2.000 or higher in all majors and minors.

**Graduation requirements in this catalog apply to students entering Lewis & Clark in fall 2015 or later. Other students are subject to the requirements in effect when they entered and should refer to the appropriate catalog.*

General Education Requirements

Lewis & Clark's General Education requirements consist of the Core course (Exploration and Discovery) (p. 67) and 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.

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.

The course offers students numerous opportunities to develop and hone their skills in critical thinking, reading and writing, effective speaking and listening, and conducting independent research. Students 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. They also develop as speakers in command of rhetorical choices and strategies as they learn to converse 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.

For further details, see the course descriptions in Core (p. 67).

Core Requirements

Students must complete the Core requirement in their first two semesters at Lewis & Clark. Students normally may not withdraw from this course. Students who fail to successfully complete a Core course, are approved to take a leave of absence during a semester in which taking Core would be required, or obtain an AES deferral, must take/retake the Core course the next semester it is offered and they are in attendance. If the student has junior or senior standing, he or she must instead complete a course chosen from the approved list of Core substitutes. This course must be taken during the same semester in which

the student would have been required to take the Core course.

No student is allowed to participate in an overseas or off-campus program until the Core requirements have been completed.

Any course used to fulfill a Core requirement may not be applied toward the fulfillment of any other General Education or major or minor requirement.

Students enrolled in our Academic English Courses

With the approval of the directors of CORE and AES, undergraduate students enrolled in one or more AES courses may be eligible to defer Exploration and Discovery coursework for one semester or up to one year. Official notification must be made to the Office of the Registrar by the director of AES. Students who have deferred Exploration and Discovery are bound by all other CORE requirements as stated above.

Transfer Students

Students transferring to Lewis & Clark in the fall with fewer than 16 semester credits* must take Exploration and Discovery—CORE 106 and CORE 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 at least 16 but fewer than 29 semester credits*, of which 3 or more credits are from an approved writing-intensive course, must take either CORE 106 or CORE 107 in one of their first two semesters at Lewis & Clark. In those cases where a student has received no such transferable credit, both CORE 106 and CORE 107 are required in the first two semesters.

Students who transfer to Lewis & Clark with 29 or more credits* must satisfy the CORE 106-CORE 107 requirement either by transferring approved writing-intensive courses or by taking two courses from the approved writing-intensive course list by the end of their second semester at Lewis & Clark.

Transferred courses and Lewis & Clark's writing-intensive courses used to satisfy the CORE 106-CORE 107 requirement may not be used to satisfy any other General Education or major or minor requirement.

Core Substitute Courses (for transfer students who meet the criteria)

Classics

CLAS 450 Topics in Classical Studies

English

ENG 100 Topics in Literature
 ENG 105 The Art of the Novel
 ENG 209 Introduction to American Literature
 ENG 243 Women Writers
 ENG 279 Classical Backgrounds
 ENG 280 The Medieval World
 ENG 310 The Middle English Period
 ENG 319 Postcolonial Literature: Anglophone Africa, India, Caribbean

ENG 326 African American Literature

Foreign Languages

CHIN 230 Introduction to Chinese Literature in Translation

CHIN 290 Topics in Chinese Literature in Translation

FREN 230 French Literature in Translation

GERM 230 German Literature in Translation

JAPN 230 Introduction to Japanese Literature in Translation

JAPN 290 Topics in Japanese Literature in Translation

RUSS 230 Introduction to Russian Literature in Translation

RUSS 290 Topics in Russian Literature and Culture in Translation

SPAN 230 Hispanic Literature in Translation

History

HIST 235 History of the Pacific Northwest

HIST 310 China in the World

HIST 311 History of Family, Gender, and Sexuality in China

HIST 313 Religion, Society, and the State in Japanese History

HIST 316 Popular Culture and Everyday Life in Japanese History

HIST 320 Humanism in Renaissance Europe

HIST 324 Saints and Bureaucrats

HIST 331 American Culture and Society: 1880 to 1980

HIST 335 History and Culture of American Indians

HIST 336 Wilderness and the American West

Music

MUS 361 Writing About Music

Philosophy

PHIL 102 Introduction to Philosophy

PHIL 103 Ethics

PHIL 201 Philosophy of Religion

PHIL 203 Philosophy of Art and Beauty

PHIL 214 Philosophy of Law

PHIL 215 Philosophy and the Environment

PHIL 301 Ancient Western Philosophy

PHIL 302 Early Modern Philosophy

PHIL 303 19th-Century Philosophy

PHIL 307 Recent Continental Philosophy

Political Science

POLS 102 Introduction to Comparative Politics

POLS 103 Introduction to American Politics

POLS 252 Public Opinion and Survey Research

POLS 310 Pillars of Western Political Thought: Plato to Machiavelli

POLS 311 Pillars of Western Political Thought: Hobbes to Foucault

Religious Studies

RELS 241 Religion and Culture of Hindu India

RELS 242 Religions and Cultures of East Asia

RELS 243 Buddhism: Theory, Culture, and Practice

RELS 246 Religions of Japan

RELS 355 Sufism: Islamic Mysticism

RELS 373 Reformations of the 16th Century

Sociology and Anthropology

SOAN 221 Sociology of Work, Leisure, and Consumption

SOAN 222 City and Society

SOAN 225 Race and Ethnicity in Global Perspective

SOAN 245 Visual Anthropology

SOAN 251 Myth, Ritual, and Symbol

SOAN 261 Gender and Sexuality in Latin America

SOAN 266 Social Change in Latin America

SOAN 281 South Asian Cultures

SOAN 285 Culture and Power in the Middle East

Theatre

TH 281 Theatre and Society I: Classical and Medieval Drama

TH 282 Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama

TH 283 Theatre and Society III: Modern Continental Drama

**Advanced standing (e.g., AP and IB) credit excluded.*

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 the study of historical experiences, cultural traditions, social and economic realities, and transnational issues. Students can meet this requirement in one of four ways:

- By completing IS 240 and IS 241 on a Lewis & Clark overseas study program (p. 162) (8 semester credits).
- By successfully completing 12 or more credits on a fall or spring semester Lewis & Clark overseas study program.
- By completing a total of 8 semester credits from a Lewis & Clark overseas study program (p. 162) in coursework 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.

- By completing two courses (8 semester credits) on campus from courses listed below.
- Art**
- ART 151 History of Early East Asian Art
 ART 154 History of Buddhist Art
 ART 207 Pre-Columbian Art
 ART 257 Art of Late Imperial & Republican China
 ART 355 Art and Empire
- Chinese**
- CHIN 230 Introduction to Chinese Literature in Translation
 CHIN 231 Introduction to Chinese Literature in Translation
 CHIN 290 Topics in Chinese Literature in Translation
 CHIN 291 Topics in Chinese Literature in Translation
 CHIN 410 Advanced Readings in Chinese: Society and Culture
- Classical Studies**
- CLAS 251 History of Byzantium
 CLAS 252 Art and Archaeology of the Aegean
 CLAS 253 Attic Tragedy
 CLAS 254 Ancient Greek Myth and Religion
 CLAS 255 Sports, Games and Spectacles in the Greco-Roman World
 CLAS 320 Greek and Roman Epic
 CLAS 324 Roman Women
- Economics**
- ECON 232 Economic Development
 ECON 314 International Economics
- English**
- ENG 319 Postcolonial Literature: Anglophone Africa, India, Caribbean
- Environmental Studies**
- ENVS 200 Situating the Global Environment
- French**
- FREN 230 French Literature in Translation
 FREN 330 Francophone Literature
 FREN 340 French Literature and Society
 FREN 350 Topics in French and Francophone Literature
 FREN 410 Major Periods in French Literature
 FREN 450 Special Topics
- Gender Studies**
- GEND 231 Genders and Sexualities in Global Perspective
- German Studies**
- GERM 230 German Literature in Translation
 GERM 350 Topics in German Literature and Culture
 GERM 410 Major Periods in German Literature From the Beginning to Enlightenment
 GERM 411 Major Periods of German Literature From the Enlightenment to the Present
 GERM 450 Special Topics In German
- History**
- HIST 110 Early East Asian History
 HIST 111 Chinese Empire and the Making of Modern China
 HIST 112 Making Modern Japan
 HIST 120 Early European History
 HIST 121 Modern European History
 HIST 141 Colonial Latin American History
 HIST 142 Modern Latin American History
 HIST 209 Japan at War
 HIST 211 Reform, Rebellion, and Revolution in Modern China
 HIST 213 Personal Narratives in Chinese History
 HIST 216 Ancient Greece
 HIST 217 The Emergence of Modern South Asia
 HIST 218 Perspectives on the Vietnam War
 HIST 219 Ancient Rome: From Republic to Empire
 HIST 221 Tudor and Stuart Britain, 1485 to 1688
 HIST 222 Britain in the Age of Revolution, 1688 to 1815
 HIST 224 The Making of Modern Britain, 1815 to Present
 HIST 226 20th-Century Germany
 HIST 227 Medieval Europe, 800 to 1400
 HIST 229 The Holocaust in Comparative Perspective
 HIST 230 Eastern Europe: Borderlands and Bloodlands
 HIST 242 Borderlands: U.S.-Mexico Border, 16th Century to Present
 HIST 259 India in the Age of Empire
 HIST 261 Global Environmental History
 HIST 288 China in the News: Socio-Anthropological and Historical Perspective on Modern China
 HIST 310 China in the World
 HIST 311 History of Family, Gender, and Sexuality in China
 HIST 313 Religion, Society, and the State in Japanese History
 HIST 316 Popular Culture and Everyday Life in Japanese History
 HIST 320 Humanism in Renaissance Europe
 HIST 323 Modern European Intellectual History
 HIST 325 History of Islam in Europe
 HIST 326 History of Soviet Russia

- HIST 328 The British Empire
 HIST 345 Race and Nation in Latin America
 HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis
 HIST 348 Modern Cuba
- International Affairs**
 All courses, except IA 200, IA 244, IA 299, IA 444, IA 499
- Japanese**
 JAPN 230 Introduction to Japanese Literature in Translation
 JAPN 231 Introduction to Japanese Literature in Translation
 JAPN 290 Topics in Japanese Literature in Translation
 JAPN 291 Topics in Japanese Literature in Translation
 JAPN 410 Advanced Readings in Japanese: Society and Culture
- Latin American Studies**
 LAS 200 Latin American Cultural Studies
- Music**
 MUS 105 Introduction to World Music
 MUS 106 Workshops in World Music
 MUS 136 World Music: Asia
 MUS 137 World Music: Latin America
 MUS 162 History of Western Music I
 MUS 307 Seminar in Music
- Philosophy**
 PHIL 201 Philosophy of Religion
 PHIL 207 Indian Philosophy
 PHIL 301 Ancient Western Philosophy
- Political Science**
 POLS 102 Introduction to Comparative Politics
 POLS 250 Transitions to Democracy and Authoritarianism
 POLS 314 Russian Politics in Comparative Perspective
 POLS 318 Civil Society, Politics, and the State
 POLS 325 European Politics
 POLS 354 Comparative Electoral Politics
- Psychology**
 PSY 190 Culture, Film, and Psychology
 PSY 345 Overseas Internship
 PSY 390 Cross-Cultural Psychology
- Religious Studies**
 RELS 224 Jewish Origins
 RELS 225 Christian Origins
 RELS 241 Religion and Culture of Hindu India
 RELS 242 Religions and Cultures of East Asia
- RELS 243 Buddhism: Theory, Culture, and Practice
 RELS 246 Religions of Japan
 RELS 251 Medieval Christianity
 RELS 262 Judaism Encounters Modernity
 RELS 273 Islamic Origins
 RELS 274 Islam in the Modern World
 RELS 356 Women in Buddhism
 RELS 357 Family, Gender, and Religion: Ethnographic Approaches
 RELS 450 Seminar: Social and Religious World of Early Judaism and Christianity
 RELS 452 Seminar in Asian Religions
- Rhetoric and Media Studies**
 RHMS 340 Media Across Cultures
- Russian**
 RUSS 230 Introduction to Russian Literature in Translation
 RUSS 290 Topics in Russian Literature and Culture in Translation
- Sociology/Anthropology**
 SOAN 215 International Migration
 SOAN 225 Race and Ethnicity in Global Perspective
 SOAN 261 Gender and Sexuality in Latin America
 SOAN 266 Social Change in Latin America
 SOAN 270 Cultural Politics of Youth in East Asia
 SOAN 274 Chinese Culture Through Film
 SOAN 281 South Asian Cultures
 SOAN 282 Pacific Rim Cities
 SOAN 285 Culture and Power in the Middle East
 SOAN 288 China in the News: Socio-Anthropological and Historical Perspective on Modern China
 SOAN 349 Indigenous Peoples: Identities and Politics
 SOAN 350 Global Inequality
 SOAN 353 Popular Culture/Public Protest: China
 SOAN 360 Colonialism and Postcolonialism
 SOAN 363 Imagining the Nation: Culture and Identity in Nation-State Formation
- Spanish**
 SPAN 230 Hispanic Literature in Translation
 SPAN 440 Topics in Hispanic Literatures
 SPAN 450 Special Topics in Spanish
- Theatre**
 TH 251 Theatre in London
 TH 283 Theatre and Society III: Modern Continental Drama
 TH 381 British Theatre and Drama: 19th Century to Present

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 understanding of their methods of inquiry. Such understanding includes familiarity with the observational procedures employed by all the sciences: 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 are expected to have gained 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, Lewis & Clark students must complete at least two courses in natural science study and an additional course in quantitative reasoning.

A student can fulfill the scientific and quantitative reasoning requirement 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).

Category A: Science Laboratory

All students must take one course.

To register for many Category A courses, the student must meet one of the following criteria: a) passing a mathematics proficiency examination administered during New Student Orientation or during the school year; b) receiving a score of 4 or 5 on an AP exam in calculus AB or BC; c) receiving a score of 5, 6, or 7 on an International Baccalaureate higher-level mathematics exam; d) successfully completing QR 101 and/or another prerequisite course. Some courses in this category have additional prerequisites. (See course descriptions.)

Biology

BIO 100	Perspectives in Biology
BIO 107	Field Paleontology of Oregon
BIO 114	The Origins of Life in the Universe
BIO 115	Explorations in Regional Biology
BIO 141	Investigations in Ecology and Environmental Science
BIO 151	Investigations in Genetics and Evolutionary Biology
BIO 200	Investigations in Cell and Molecular Biology
BIO 211	Land Vertebrates

BIO 212	Invertebrate Zoology
BIO 221	Marine Biology
BIO 223	Plant Biology

Chemistry

CHEM 100	Perspectives in Environmental Chemistry
CHEM 105	Perspectives in Nutrition
CHEM 110	General Chemistry I
CHEM 114	The Origins of Life in the Universe
CHEM 120	General Chemistry II
CHEM 210	Organic Chemistry I
CHEM 220	Organic Chemistry II

Entrepreneurial Innovation

EINV 290	Technologies of the Future
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Geology

GEOL 114	The Origins of Life in the Universe
GEOL 150	Environmental Geology
GEOL 170	Climate Science
GEOL 270	Issues in Oceanography
GEOL 340	Spatial Problems in Earth System Science

Physics

PHYS 114	The Origins of Life in the Universe
PHYS 141	Introductory General Physics I
PHYS 142	Introductory General Physics II
PHYS 151	Physics I: Motion
PHYS 152	Physics II: Waves and Matter
PHYS 201	Experimental Methods in the Physical Sciences

Category B: Mathematical and Quantitative Reasoning: Sciences

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

To register for Category B courses, the student must meet one of the following criteria: a) passing a mathematics proficiency examination administered during New Student Orientation or during the school year; b) receiving a score of 4 or 5 on an AP exam in calculus AB or BC; c) receiving a score of 5, 6, or 7 on an International Baccalaureate higher-level mathematics exam; d) successfully completing QR 101 and/or another prerequisite course. Some courses in this category have additional prerequisites. (See course descriptions.)

Biology

BIO 114	The Origins of Life in the Universe
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Chemistry

CHEM 100	Perspectives in Environmental Chemistry
CHEM 110	General Chemistry I
CHEM 114	The Origins of Life in the Universe
CHEM 120	General Chemistry II

Environmental Studies

ENVS 220 Environmental Analysis

Geology

GEOL 114 The Origins of Life in the Universe

GEOL 170 Climate Science

GEOL 280 The Fundamentals of Hydrology

Mathematical Sciences

All mathematics and computer science courses except CS 299, CS 444, CS 499, MATH 115, MATH 244, MATH 281, MATH 282, MATH 299, MATH 444, MATH 499 and QR 101.

Physics

PHYS 105 Astronomy

PHYS 106 The Physics of Music

PHYS 110 Great Ideas in Physics

PHYS 114 The Origins of Life in the Universe

PHYS 141 Introductory General Physics I

PHYS 142 Introductory General Physics II

PHYS 151 Physics I: Motion

PHYS 152 Physics II: Waves and Matter

PHYS 205 Deep Space Astronomy

PHYS 251 Physics III: Electromagnetism

PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics

Category C: Quantitative Reasoning: Humanities and Social Sciences

Students may take one course.

To register for many Category C courses, the student must meet one of the following criteria: a) passing a mathematics proficiency examination administered during New Student Orientation or during the school year; b) receiving a score of 4 or 5 on an AP exam in calculus AB or BC; c) receiving a score of 5, 6, or 7 on an International Baccalaureate higher-level mathematics exam; d) successfully completing QR 101 or another prerequisite course. Some courses in this category have additional prerequisites. (See course descriptions.)

Economics

ECON 100 Principles of Economics

ECON 103 Statistics

ECON 215 Game Theory

Philosophy

PHIL 101 Logic

Political Science

POLS 201 Research Methods in Political Science

POLS 252 Public Opinion and Survey Research

Psychology

PSY 200 Statistics I

PSY 300 Psychology Methodology

PSY 311 Statistics II

Rhetoric and Media Studies

RHMS 260 Empirical Research Methods

Sociology/Anthropology

SOAN 201 Quantitative Research Methods

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 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 can 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; 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. Courses that may be applied toward the creative arts requirement are listed below.

Students majoring in the creative arts must satisfy this requirement outside their majors.

Students can meet the requirement by taking one beginning and one advanced-technique course in the same area, so long as the student earns a total of 4 semester credits.

Art

All courses except ART 244, ART 299, ART 444, ART 490, ART 499.

Classics

CLAS 252 Art and Archaeology of the Aegean

CLAS 253 Attic Tragedy

East Asian Studies

EAS 156 The Art of Tea in Japanese Culture I

English

ENG 200 Introduction to Fiction and Fiction Writing

ENG 201 Introduction to Poetry and Poetry Writing

ENG 208 Prose Writing: Creative Nonfiction

ENG 300 Fiction Writing

ENG 301 Poetry Writing

Gender Studies

GEND 300 Gender and Aesthetic Expression

Music

All courses except MUP 100, MUP 299, MUP 499, MUS 244, MUS 299, MUS 444, MUS 499.

Philosophy

PHIL 203 Philosophy of Art and Beauty

Theatre

TH 104 Stage Makeup
 TH 106 Fundamentals of Movement
 TH 107 Ballet I
 TH 108 Contemporary Dance Forms I
 TH 113 Acting I: Fundamentals
 TH 201 Contact Improvisation
 TH 208 Contemporary Dance Forms II
 TH 213 Acting II, Realism
 TH 214 Dance in Context: History and Criticism
 TH 218 Fundamentals of Design
 TH 220 Theatre Graphics
 TH 234 Stage Lighting
 TH 249 Oregon Shakespeare Festival
 TH 250 Theatre in New York
 TH 251 Theatre in London
 TH 275 Introduction to Playwriting
 TH 281 Theatre and Society I: Classical and Medieval Drama
 TH 282 Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama
 TH 283 Theatre and Society III: Modern Continental Drama
 TH 308 Dance Composition and Improvisation
 TH 313 Acting III, Style
 TH 351 Rehearsal and Performance: Main Stage Production
 TH 381 British Theatre and Drama: 19th Century to Present
 TH 382 American Theatre and Drama: 19th Century to Present

Foreign Language**(proficiency requirement)**

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

At Lewis & Clark 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 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 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. A student can satisfy this requirement in any of the following ways:

- By completing study of a foreign language through the 201 level.
- By completing an approved language-based overseas program. (The list of approved programs is available from the Office of Overseas and Off-Campus Programs (p. 162).)
- By placing into 202 or above on the foreign language placement 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

PE/A 101 Activities
 PE/A 102 Varsity Athletics
 PE/A 141 Wilderness First Responder
 PE/A 142 Wilderness Leadership

Theatre dance courses that may be counted toward this requirement are

TH 106 Fundamentals of Movement
 TH 107 Ballet I
 TH 108 Contemporary Dance Forms I
 TH 208 Contemporary Dance Forms II
 TH 252 Rehearsal and Performance: Dance Extravaganza
 TH 308 Dance Composition and Improvisation

Theatre courses counting toward this requirement may be taken credit-no credit.

Music performance courses that may be counted toward this requirement are

MUP 150 Beginning Ghanaian Music and Dance Ensemble

Students may register for no more than one 101 course per semester, except in the summer semester when one course may be taken each session. The maximum

credit in Activities (PE/A 101), Varsity Athletics (PE/A 102), Wilderness First Responder (PE/A 141), and Wilderness Leadership (PE/A 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.

Academic Policies and Procedures

- Academic Integrity (p. 24)
- Standard Academic Progress (p. 24)
- Academic Standing (p. 25)
- Advanced Standing (p. 27)
- Attendance (p. 30)
- Class Standing (p. 30)
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- Final Examinations (p. 32)
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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 guides for Student Conduct (http://college.lclark.edu/student_life/student_conduct), the Office of the Dean of the College of Arts and Sciences (<http://college.lclark.edu/administration/dean>), or the Office of the Dean of Students (http://college.lclark.edu/student_life/dean_of_students).

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.

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 Financial Aid (http://lclark.edu/offices/financial_aid).

Academic Standing

Academic Standing Rules and Regulations and Progress Toward Degree Completion

Academic standing and credit completion are monitored for all students* at the end of each semester (including summer) by the registrar. The student and academic advisor(s) are notified when the student's performance is found to be unsatisfactory. Students receiving financial aid need also to be aware of the satisfactory-progress requirements for continued eligibility for financial aid. For details, see Financial Assistance (p. 234).

The registrar monitors a student's GPA (both semester and cumulative) to determine Academic Standing, and monitors credit completion to determine whether or not a student is making sufficient progress toward degree completion. If a student has been awarded one or more incomplete grades, standing/status will be calculated using the listed default grade(s).

Academic standing and insufficient credit completion are evaluated separately as described below.

Academic Standing

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. Warning is not recorded on the student's official transcript. The student is still considered to be in good academic standing. Warning is assigned when a student:

- earns a semester GPA of less than 2.000 and has a cumulative GPA below 2.000; or
- earns a semester GPA of less than 1.500 and has a cumulative GPA of 2.000-4.000.

While on warning, a student is:

- expected to meet with an advisor and participate in a reflection process to develop a plan to address the concern.

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

- is already on a status of Warning; and
- earns a semester GPA of less than 2.250 and has a cumulative GPA below 2.000.

While on probation, a student:

- is expected to meet with an advisor and participate in a reflection process to develop a plan to address the concern.
- is prohibited from participating in co-curricular activities including student government and varsity sports.
- may be ineligible to receive financial aid funds.

To be removed from a standing of Warning or Probation, a student must earn at least 12 semester credits within a

single semester, with a semester GPA of at least 2.250 and a cumulative GPA of 2.000 or higher.

A student who does not meet the criteria to be removed from the current level of standing, and who does not escalate to the next level of standing, will continue on in the current standing and be subject to the same requirements.

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 one academic year. Suspended status is noted on the student's official transcript. Suspension is assigned when a student:

- is already on a status of Probation; and
- earns a semester GPA of less than 2.250 and has a cumulative GPA below 2.000.

To be reinstated after suspension, a student must:

- complete 12 credits at another accredited institution with a GPA of 2.500 or above. The credits must be transferable to Lewis & Clark College. (Consult with the Office of the Registrar to have courses pre-screened.)
- Submit a written request to the registrar which should include a reinstatement application, a personal assessment of the reason for the poor performance, an explanation of how the student plans to overcome the difficulty, and a proposed academic plan.
- submit an official transcript of all coursework completed during the absence from Lewis & Clark.

The student's request will be reviewed by the Subcommittee on Petitions and Appeals, and if the request is approved, the student will be reinstated on probation.

Dismissal If, after reinstatement to Lewis & Clark College, a student receives a second academic suspension, the student is permanently dismissed with no further opportunity to enroll at Lewis & Clark College.

Low Credit/Insufficient Progress:

The registrar uses a set of report categories to inform a student when earned credit does not meet expectations. These categories are as follows:

Credit Concern Credit concern status is applied when the college believes that a possible problem is developing. Credit concern is not recorded on the student's official transcript. Credit concern status is assigned when a student:

- Does not complete every registered course, and completes fewer than 12 credits.

While on credit concern status, a student is:

- expected to meet with an advisor and participate in a reflection process to develop a plan to address the concern.

Credit Warning Credit warning status notifies the student that a problem exists. There is concern that the student is not meeting academic progress goals. Credit warning is not recorded on the student's official transcript. Credit Warning is assigned when a student:

- is already on a status of Credit Concern; and
- does not complete every registered course, and completes fewer than 12 credits for the second consecutive semester

While on credit warning, a student:

- is expected to meet with an advisor and participate in a reflection process to develop a plan to address the concern. The student may wish to discuss a leave of absence with the advisor.
- is expected to meet with the Financial Aid office if the student receives financial aid.

To be removed from a status of Credit Concern or Credit Warning, a student must earn at least 12 semester credits within a single semester, with a semester GPA of at least 2.250 and a cumulative GPA of 2.000 or higher.

A student who does not meet the criteria to return to good credit status, and who does not escalate to the next level of concern, will continue on in the current status and be subject to the same requirements.

Credit Progress Disqualification Credit Progress

Disqualification notifies the student of his or her ineligibility to enroll in the College of Arts and Sciences for a specified period of time; normally one academic year. Disqualification status is noted on the student's official transcript. Disqualification is assigned when a student:

- is already on a status of Credit Warning; and
- does not complete every registered course, and completes fewer than 12 credits for the third consecutive semester.

To be reinstated after disqualification, a student must:

- complete 12 credits at another accredited institution with a GPA of 2.500 or above. The credits must be transferable to Lewis & Clark College. (Consult with the Office of the Registrar to have courses pre-screened.)
- Submit a written request to the registrar which should include a reinstatement application, a personal assessment of the reason for the poor performance, an explanation of how the student plans to overcome the difficulty, and a proposed academic plan.
- submit an official transcript of all coursework completed during the absence from Lewis & Clark.

The student's request will be reviewed by the Subcommittee on Petitions and Appeals, and if the request is approved, the student will be reinstated on Credit Warning status.

Academic Standing and Credit Progress Status Appeal Process

If extenuating circumstances should be taken into account in determining a student's academic standing or credit progress status, the student may submit a written appeal to the registrar within the time frame specified in the standing/status notification. Please note that a student who was awarded one or more incomplete grades may appeal standing only after all incomplete grades have been resolved. The appeal must be submitted within two weeks of the expiration date of the incomplete grade(s). Appeals

will be reviewed by the Subcommittee for Petitions and Appeals. The major concerns of the subcommittee are the welfare of the student and the student's ability to maintain satisfactory grades and satisfactory progress. Decisions of the committee are final.

The appeal must contain:

- a personal assessment of the reason for the poor performance or deficient credit.
- an explanation of how the student plans to overcome the difficulty.
- a proposed academic plan.
- demonstration of support for the appeal from faculty and/or staff.

The student is strongly encouraged to work with the advisor to complete an appeal, and may also solicit letters supporting an appeal from any appropriate off-campus resource. If a medical condition impacted the student's performance, documentation from a medical provider should be included.

Cocurricular Eligibility

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

* Students enrolled solely in the college's AES program have standing calculated by the director of Academic English Studies.

** Standing is not recalculated unless the student successfully appeals.

Advanced Standing

Lewis & Clark College grants semester credit for *Advanced Placement (AP)* and *International Baccalaureate (IB)* examinations as listed below.

Lewis & Clark College will also consider the following types of advanced standing coursework for evaluation and potential credit award: *British A Level (GCEA)*, *Caribbean Advanced Proficiency Examination (CAPE)*, *French Baccalauréat*, or other similar international examination. Official documentation should be submitted to the Office of the Registrar for review.

The following criteria govern the awarding and application of Advanced Standing credit of any type:

- The maximum number of Advanced Standing credits (of any type) that can be applied to the degree is limited to 32. Preference will be given to those examinations with LC course equivalencies.
- Credit granted for Advanced Standing examinations cannot be used to fulfill any General Education (<http://docs.lclark.edu/undergraduate/graduationrequirements/generaleducation>) requirement.
- Credit may be applied to a departmental major only as specified in the AP and IB charts below. For GCE-A, CAPE, French Baccalauréat, or other international examination, application to the major will be determined on a case by case basis.
- Official advanced standing results must be received in the Office of the Registrar within one year from the date of initial matriculation in order to be eligible for credit.

Advanced Placement (AP)

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

AP Course Equivalencies

May be used to satisfy major/minor degree requirements; students are not eligible to earn credit for both the AP exam and the corresponding equivalent LC course.

EXAM	EXAM SCORE	EQUIVALENCY
AP Art History	4 or 5	Equivalent to ART 111; placement into any 200-level art history course.
AP Biology	5	Equivalent to BIO 151; only 4 credits awarded.
AP Environmental Science	5	Equivalent to BIO 141; only 4 credits awarded.
AP Chemistry	4	Equivalent to CHEM 110; only 4 credits awarded; placement into CHEM 120.
AP Chemistry	5	Equivalent to CHEM 120; only 4 credits awarded; placement into CHEM 210.
AP Calculus AB	4 or 5	Equivalent to MATH 131; math placement exam waived.
AP Calculus BC	4 or 5	Equivalent to MATH 131 & 132; math placement exam waived.
AP Calculus BC, AB sub score	4 or 5	Equivalent to MATH 131; math placement exam waived.
AP Statistics	4 or 5	May be equivalent to either ECON 103 or PSY 200; Students are not eligible to earn credit for AP Statistics and MATH 105, PSY 200 or ECON 103.
AP Computer Science A	4 or 5	Consult Mathematical Sciences Department chair for equivalency and placement.
AP Music Theory	4 or 5	Equivalent to MUS 100; no equivalencies for aural or non-aural sub scores.
AP Physics C: Mechanics	5	Equivalent to PHYS 151; only 4 credits awarded.

AP Psychology	4 or 5	Equivalent to PSY 100.
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AP Elective Credit

Applies toward the total 128 credits required for graduation; may not be used to satisfy major/minor requirement.

EXAM	EXAM SCORE	NOTES
AP Studio Art: 2-D Design	4 or 5	
AP Studio Art: 3-D Design	4 or 5	
AP Studio Art: Drawing	4 or 5	
AP Biology	4	
AP Environmental Science	4	
AP Macroeconomics	4 or 5	
AP Microeconomics	4 or 5	
AP English Language & Composition	4 or 5	
AP English Literature & Composition	4 or 5	
AP Language & Culture (Chinese, French, German, Italian, Japanese, Spanish)	4 or 5	Students with AP credit in a foreign language are required to take a placement exam.
AP Literature & Culture (Spanish)	4 or 5	Students with AP credit in a foreign language are required to take a placement exam.
AP Latin	4 or 5	Students with AP credit in a foreign language are required to take a placement exam.
AP European History	4 or 5	
AP United States History	4 or 5	
AP World History	4 or 5	
AP Physics 1	4 or 5	
AP Physics 2	4 or 5	
AP Physics C: Electricity & Magnetism	4 or 5	
AP Physics C: Mechanics	4	
AP Comparative Government & Politics	4 or 5	
AP United States Government & Politics	4 or 5	
AP Seminar	4 or 5	
AP Human Geography	4 or 5	

International Baccalaureate (IB)

Lewis & Clark College grants 4 semester credits for International Baccalaureate HL (Higher Level) scores of 5 and 8 semester credits for scores of 6 or 7 earned on the examinations listed below.

IB Course Equivalencies

May be used to satisfy major/minor degree requirements; students are not eligible to earn credit for both the IB exam and the corresponding equivalent LC course.

EXAM	EXAM SCORE	EQUIVALENCY
IB Biology	7	Consult Biology Department Chair for equivalency and placement.
IB Chemistry	5	Equivalent to CHEM 110; only 4 credits awarded; placement into CHEM 120.
IB Chemistry	6 or 7	Equivalent to CHEM 110 & 120; only 8 credits awarded; placement into CHEM 210.
IB Mathematics HL	5, 6, or 7	Equivalent to MATH 131; math placement exam waived.

IB Computer Science	5, 6, or 7	Consult Mathematical Sciences Department Chair for equivalency and placement.
IB Physics	7	Consult Physics Department Chair for equivalency and placement.
IB Psychology	5, 6, or 7	Equivalent to PSY 100.

IB Elective Credit

Applies toward the total 128 credits required for graduation; may not be used to satisfy major/minor requirement.

EXAM	EXAM SCORE	NOTES
IB Art History	5, 6, or 7	
IB Visual Arts	5, 6, or 7	
IB Biology	5 or 6	
IB Economics	5, 6, or 7	
IB Language A	5, 6, or 7	Students with IB credit in a foreign language are required to take a placement exam.
IB Language B	5, 6, or 7	Students with IB credit in a foreign language are required to take a placement exam.
IB Latin	5, 6, or 7	Students with IB credit in a foreign language are required to take a placement exam.
IB Classical Greek	5, 6, or 7	Students with IB credit in a foreign language are required to take a placement exam.
IB Geography	5, 6, or 7	
IB History	5, 6, or 7	
IB Further Mathematics	5, 6, or 7	
IB Music	5, 6, or 7	
IB Philosophy	5, 6, or 7	
IB Physics	5 or 6	
IB Social & Cultural Anthropology	5, 6, or 7	
IB Theatre	5, 6, or 7	
IB Dance	5, 6, or 7	
IB Film	5, 6, or 7	

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.

Attendance

All registered students are expected to attend classes regularly. Class attendance on the first scheduled day of a semester is especially important. If you are unable to attend the first class, you should contact the course instructor prior to missing the class or on the day of the class. If, after missing the first class, you do not attend the second class meeting, the instructor has the right to have you removed from the class roster.

Class Standing

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

First year	0-28 semester credits
Sophomore	29-60 semester credits
Junior	61-92 semester credits
Senior	93 semester credits and above

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

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. The underload card must be submitted to the Office of the Registrar before the end of the add/drop period to qualify for per-credit tuition.

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 form 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.* The overload card and accompanying add form must be submitted to the Office of the Registrar before the end of the add/drop period.

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, except that an overload begins at 10 credits per summer session, or 19 for the summer semester.

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 meets all the following criteria:

- Has completed 93 undergraduate semester credits.
- Is in good academic standing.
- Has obtained the consent of the graduate course instructor and graduate registrar.
- Is enrolled full-time (is taking no fewer than 12 credits) at the College of Arts and Sciences during the semester of cross-registration.
- Is not taking more than 19 credits (including the Graduate School of Education and Counseling course) during the semester of cross-registration, unless otherwise allowed to overload. Regular College of Arts and Sciences rules for overloading apply.

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 toward an undergraduate degree, the course must be approved in advance as applicable to the major or minor by the department chair in the College of Arts and Sciences.

Law School Currently enrolled full-time law school students are eligible to register for one undergraduate course per semester at no additional charge to the student (fall and spring semesters only). Students must complete the undergraduate special student application process (http://docs.lclark.edu/undergraduate/admissions/#special_student_programtext). Please contact the Admissions department for additional information. Course registration for special students is on a space-available basis.

Other Private Colleges and Universities Lewis & Clark participates in a cross-registration program with other members of the Oregon Alliance of Independent Colleges and Universities (OAICU). Under this program, full-time Lewis & Clark students may enroll in one undergraduate course per semester at another OAICU 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 OAICU 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

*Important: A written agreement between the faculty member and the student is to be finalized, and the internship or independent study form submitted to the registrar's office, before the activity commences. See **Independent Study and Internships** (p. 34) for regulations and procedures.*

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.

*Varsity Sports courses (PE/A-102) are not included when calculating maximum credits.

Changes in Registration and Enrollment Status

Adding, Dropping, and Withdrawing From Courses

After the first day of classes, students may add courses by filing an Add/Drop/Withdrawal form in the Office of the Registrar (<http://college.lclark.edu/offices/registrar>) during the first two weeks of the semester.* The instructor's signature is required on this form. First-year students must also obtain the consent of their academic advisor (p. 224) to add a course. Students are not normally permitted to add courses after the second week of the semester.*

Any student seeking to change sections of the required first-year course, Exploration and Discovery (p. 67), must have the approval of the Core program coordinator (p. 67). Changes are approved only in cases of special need and on a space-available basis. Changes after the third meeting of a section are not permitted. Students are normally not permitted to withdraw from Exploration and Discovery.

Before the end of the second week of the semester, students may drop courses by filing an Add/Drop/Withdrawal form in the Office of the Registrar or by dropping the course online. The online option is not

available to first-year students, who need the signature of their academic advisor on the form.

Students may use the same form to withdraw from a course through the 10th week of the semester. Any withdrawal that takes place after the second week is recorded on the student's transcript with a grade of W (withdrawal). After the 10th week of the semester, students need the consent of the instructor to withdraw from a course.

Students who need to drop all of their courses at any time after the semester has started will be considered as completely withdrawn for the semester. All courses will appear on the transcript with a grade of W (withdrawal). Complete withdrawals that take place after the 10th week of the semester require consent from each instructor.

Complete Withdrawal During the Semester

If a student needs to withdraw from all courses due to an emergency, medical situation, disciplinary suspension, or administrative withdrawal, he or she must meet with the registrar and an associate/assistant dean to complete the form. This meeting should be in person if circumstances allow. Policies for withdrawing from courses are outlined above. In cases where it would be difficult or impossible for the student to obtain the consent of the instructors, the dean of students will arrange for assistance with completing the process. Additional information may be obtained from the Office of the Registrar (<http://college.lclark.edu/offices/registrar>).

Semester charges to the student's account are adjusted on the basis of the date the Office of the Registrar receives written notification of withdrawal. For details, please refer to the Policy for Adjustment of Charges (p. 230).

Leave of Absence

Students who plan to leave Lewis & Clark for a period of one or two semesters must apply for a leave of absence. The filing deadline for a leave beginning in the spring semester is November 1 and for a leave beginning in the fall semester is April 1.

Before filing a request for a leave of absence the student must meet with his or her faculty advisor (p. 224) to explore how the leave will fit into the overall academic plan. The request for the leave of absence is completed through the Office of the Registrar (<http://college.lclark.edu/offices/registrar>). The student will be notified by e-mail of the decision. If the request is denied, the student may appeal the decision to the Curriculum Subcommittee on Petitions.

If a leave of absence is approved, the General Education requirements (p. 16) as well as the major and minor requirements in effect at the start of the leave will apply when the student returns from the leave.

Students who do not apply for a leave of absence or whose period of absence exceeds two semesters will be withdrawn from Lewis & Clark. They must apply to the registrar for readmission, and will be subject to the graduation requirements in effect at the time of their return.

Students intending to complete academic coursework during their leave are strongly advised to consult with

the Office of the Registrar in advance to obtain approval for transfer credit. Any transfer credits that the student wishes to apply to major or minor requirements or use as a prerequisite for registration must also be approved by the appropriate department or program chair. (See transfer credit policies (p. 37) in the Policy and Procedures (p. 24) section of this catalog.) Students wishing to study abroad with a non-Lewis & Clark program must also have their program approved by the International Studies Coordinating Committee. Students will not be able to receive federal financial aid through Lewis & Clark, and should not expect to be granted transfer credit without prior approval of their overseas program and courses. Students exploring this option are strongly encouraged to meet with the director of Overseas and Off Campus Programs (p. 162) to investigate alternatives early in the process.

Reenrolling at Lewis & Clark

Prior to the on-campus registration period for the following semester, the registrar will contact students on leave through their Lewis & Clark e-mail addresses to confirm their intention to return the next semester. Students must meet all regular deadlines for registration, housing reservations, financial aid applications, and similar matters. Students are also required to contact their faculty advisor prior to registration in order to obtain approval for registration, and must meet with their faculty advisor in person when they return to campus. Students register online using WebAdvisor (<https://webadvisor.lclark.edu>) during the regular on-campus registration period.

Permanent Withdrawal

Students who withdraw from Lewis & Clark and who do not intend to return are expected to complete a permanent withdrawal form. Students who fail to follow these procedures may not be withdrawn from their courses, may receive failing grades, and may become ineligible to reenroll or to transfer to another institution. See the Office of the Registrar (<http://college.lclark.edu/offices/registrar>) to initiate a withdrawal process.

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.

**Dates are compressed for the summer semester. See the academic calendar (p. 13).*

**At the request of the instructor, students may be allowed to switch sections of the same course through the third week for the following courses only: lab sections of a lab course, the lecture section of CHEM 110, music performance lessons, or levels within the same private music lesson instrument.*

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, 2015, for May 2016 degree date

March 1, 2016, for August 2016 degree date

May 1, 2016, for December 2016 degree date

Family Educational Rights and Privacy Act

Lewis & Clark's policy regarding the maintenance and distribution of student records conforms to the Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment). To view the full policy, please visit go.lclark.edu/ferpa.

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 periods that 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.

Grading Systems

Grades

The registrar (<http://college.lclark.edu/offices/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 circumstances

beyond the control of the student prevent completion of the course. It is intended for use when a small number of assignments or the final exam is outstanding. An Incomplete grade for CORE 106 or CORE 107 must also be approved by the Core director (http://college.lclark.edu/programs/exploration_and_discovery). It is the responsibility of the individual faculty member—in consultation with the student and/or the Office of the Dean—to decide whether the student has a legitimate reason for not completing the work on time. The Office of the Dean provides guidance when an extensive number of classes have been missed or other questions arise. Note that students who would be required to attend additional class sections to complete the course should instead withdraw and enroll in the course in a future semester.

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. (Instructors may set an earlier deadline.) Extensions may be requested by the faculty member if a further extenuating circumstance prevents the student from completing the work by the previously arranged due date. Extensions must be requested on the Incomplete Grade Extension form and must have the approval of the CORE director in the case of CORE 106 or CORE 107. An Incomplete grade for a CORE course cannot be carried longer than six months from the end of the semester in which the course was taken. **In no case will an Incomplete grade be carried longer than 12 calendar months from the last day of the semester in which the course was taken.** An Incomplete grade may not be carried beyond a student's graduation date. Upon expiration, an unresolved Incomplete grade will be changed to the listed default grade consistent with 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 (<http://college.lclark.edu/offices/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.* 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 (p. 16) (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.

Grade Point Average

Letter grades are converted to a numerical equivalent as follows:

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

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 (<http://college.lclark.edu/offices/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 (<http://college.lclark.edu/offices/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 (<http://college.lclark.edu/administration/dean>), whose decisions in matters of academic grievances are final.

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

*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 (p. 24).

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 lifelong 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 3.750 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 go.lclark.edu/phi_beta_kappa.

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.

Practica, Internships, Directed Study and Independent Study

Practica, Internships, Directed Study and Independent Study

Important: A written agreement between the faculty member and the student is to be finalized, and the internship or independent study form submitted to the registrar's office, before the activity commences. See Registration Procedures below.

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 on-site supervisor who provides direction to the student and reports to the faculty member about the student's on-site 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:

- 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 total of these practicum, internship, directed, or independent study credits toward graduation requirements, and no more than 8 of those 16 semester credits may be from courses numbered 244 or 444.

- Practicum, internship, directed study, and independent study courses may not be used to fulfill General Education requirements.
- 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.
- 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. The minimum requirement is 3 hours per week per credit over a 15-week semester.
- 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.
- The faculty member will submit a grade (whether letter or credit-no credit) to the registrar at the appropriate time.
- 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 that there is an academic component to the experience that warrants credit.

Registration 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 written agreement to the registrar *before* starting 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.

Majors and Minors

Major	Minor	Discipline
		Anthropology, see Sociology and Anthropology
X		Art (Studio)
X		Art History
	X	Art and Art History
X		Biochemistry and Molecular Biology
X		Biology
X	X	Chemistry
	X	Chinese
X	X	Classics
X	X	Computer Science
X		Computer Science and Mathematics
	X	Dance
X	X	East Asian Studies
X	X	Economics
X	X	English
X	X	Environmental Studies
	X	Ethnic Studies
X		Foreign Languages
X	X	French Studies
	X	Gender Studies
X		German Studies
X		Hispanic Studies
X	X	History
X		International Affairs
	X	Japanese
	X	Latin American Studies
X	X	Mathematics
X	X	Music
	X	Neuroscience
X	X	Philosophy
X	X	Physics
	X	Political Economy
X	X	Political Science
X		Psychology
X	X	Religious Studies
X	X	Rhetoric and Media Studies
	X	Russian
X		Sociology and Anthropology
		Spanish, see Hispanic Studies
X		Student-Designed Major
X	X	Theatre

Majors

Lewis & Clark offers 29 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 sophomore class standing of 45 or more completed credits must have a declared major. Those who have not officially declared a major with the Office of the Registrar (<http://lclark.edu/college/offices/registrar>) will not be allowed to register for courses in any subsequent semester. First-semester transfer students and first-year students with more than 25 awarded advanced placement credits may be eligible for a one-semester extension, but must request the extension from the Office of the Registrar.

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 broadcast media.

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 (p. 15).)

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, and approval of the 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.

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, as 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 490. 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 Registrar (<http://college.lclark.edu/offices/registrar>)) 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 to the Office of the Registrar (<http://lclark.edu/college/offices/registrar>) an application that includes the following:
 - 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
 - A brief description of the anticipated senior project
 - A list of courses to be completed and the sequence of study that will compose the major
 - An example of requirements for this major (or a closely related major) from another regionally accredited institution
 - The signatures of three faculty members who approve the proposal and agree to serve as the faculty advisory committee
4. Submit to the Office of the Registrar 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 Registrar 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. Students whose student-designed major has been approved must submit a prospectus of the senior project to the faculty advisory committee and to the Office of the Registrar in the semester prior to registering for the project (using the Directed and Independent Study Learning Agreement form, available on the registrar's webpage (<http://lclark.edu/college/offices/registrar>)).

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.

Minors

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 (p. 16). 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 exclusive 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; some are interdisciplinary. See departmental listings for minor requirements.

Students declare a minor on a form available from the Office of the Registrar (<http://college.lclark.edu/offices/registrar>). Department chairs are responsible for verifying the completion of a student's minor on the degree application. No more than two minors may be recorded on a student's transcript.

Modification of Requirements

Students may petition to have an academic requirement 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 go.lclark.edu/college/registrar. This form should be filled out online, printed, given to the advisor for his or her signature, and returned to the Office of the Registrar. The Curriculum Subcommittee on Petitions reviews the petition and approves or denies the request. The subcommittee's decision is final.

Transfer Credit

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. Coursework is evaluated for transferability only on a course-by-course basis. No "block" credit will be granted for associate or transfer degrees. Transfer credit is not granted for coursework with a grade below C (2.000), College-Level Examination Program (CLEP), life experience, or credit by examination. 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. Only four credits of transfer coursework that is earned after the student reaches senior status (93 credits) may be applied to the degree. Thus, a maximum of 68 semester credits may be transferred from other institutions in general, and in the senior year, a maximum of 4 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.

Credit earned on an academic system that is not a standard quarter or semester system will be evaluated according to equivalents stated by that institution, accepted industry practice, and/or American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

Transfer credit is generally awarded for coursework completed at other colleges or universities regionally accredited in the United States, provided the coursework:

- Is college-level and not remedial in nature.
- Is judged to be consistent with the Lewis & Clark curriculum.
- Is awarded a letter grade of C or better*.
- Does not duplicate credit already granted for completed coursework.
- Does not exceed the residency requirement, which states that only four credits of transfer coursework that is earned after the student reaches senior status (93 credits) may be applied to the degree.

Current students are encouraged to contact the Office of the Registrar (<http://college.lclark.edu/offices/registrar>) to have courses prescreened for transfer eligibility. Credit earned at another institution that has not been preapproved may not be eligible for transfer to Lewis & Clark.

Lewis & Clark cannot give prior approval of transfer credit for independent study, internships, or practica coursework being completed at another school. In order to evaluate such coursework for transfer, the registrar must

receive a detailed description of the project and list of required readings and assignments, along with a written narrative from the instructor or on-site supervisor about the method of evaluation, the academic component of the project, and, after the project has been completed, the student's performance in the course. In some instances, a student's final project must be evaluated at Lewis & Clark.

Grades earned for transfer credit are not used to calculate your Lewis & Clark grade point average and do not appear on the Lewis & Clark transcript. Transfer credit is summarized on the student's transcript, listing only the name of the institution where the credit was completed and the total amount of transfer credit awarded. Individual course titles and credit amounts are not listed on the Lewis & Clark transcript. A transcript of that coursework can only be obtained from the institution where the work was completed.

GENERAL EDUCATION REQUIREMENTS

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 (p. 16). The course content must be judged to satisfy the spirit of the requirement at Lewis & Clark and must carry credit equal to a minimum of 75 percent of the normal LC credit requirement. That judgment is made by the registrar, in consultation with appropriate faculty if necessary.

Courses other than physical education/athletics activity courses must be taken for a letter grade.

MAJOR/MINOR REQUIREMENTS

Transfer credit may be used to meet major or minor requirements at the discretion of the chair or program director of the major or minor. Students should first verify with the registrar's office that the proposed course is transferable in general, then consult the department chair or program director with regard to major or minor requirements. A Course Substitution (<http://college.lclark.edu/live/files/14801-cas-course-substitution-form>) form is available in the Office of the Registrar.

OVERSEAS STUDY

Students planning to study abroad through another U.S. college or university program must obtain preapproval from the International Studies Coordinating Committee (ISCC). The Non-LC Study Abroad Transfer Application (<http://lclark.edu/live/files/6980-nonlc-study-abroad-form>) is available in the Office of the Registrar. Transfer credit is not granted for "standalone" travel/study programs (i.e., programs where credit is not granted by an accredited U.S. college or university). Students wishing to enroll in programs where a foreign university is the credit-granting institution must provide further information about that institution. In some instances, credit can be transferred directly from well-established, nationally recognized tertiary institutions recognized by the country's government as degree-granting universities. Credit is not transferred from language schools or institutes in other countries.

Credit issued directly by a non-U.S. university or college must be evaluated by an outside agency prior to being

considered for transfer by Lewis & Clark. Students may have their courses prescreened by the Office of the Registrar, but no official determination will be made regarding transfer eligibility or total credit awarded until the course has been completed and the evaluation agency has rendered its report. The agency will evaluate the institution to verify that it is equivalent to a regionally accredited U.S. institution, and will evaluate the course(s) to determine the converted U.S. equivalent credit and letter grade. Upon receipt of this evaluation, Lewis & Clark will evaluate the credit for transfer. The cost for evaluation is borne by the student.

For information on approved credit-evaluation agencies, please contact the Office of the Registrar.

In keeping with the standard applied to Lewis & Clark overseas study programs, we recommend taking no more than 16 semester credits on a study-abroad program. The maximum transferable for a single semester is 19 credits. Partial credit for courses will not be transferred.

**Courses taken for P/NP or CR/NC will not be accepted for transfer unless the awarding institution's documented policy states that passing grades are considered to be C or better. Courses taken for P/NP or CR/NC are not eligible to fulfill general education requirements (except for physical education courses). Coursework intended to fulfill general education requirements must be taken for a letter grade (except for physical education courses) and the student must earn a grade of C or better.*

Academic English Studies

Director: Laura Shier

In 1972, Lewis & Clark College instituted a program of English language study for nonnative speakers of English. 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 low intermediate through 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 low intermediate to 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 Low intermediate Reading for Nonnative Speakers through AES 107 Low Intermediate Reading/Writing Core for Nonnative Speakers, 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. If students earn more than 24 AES credits, it is the final 24 credits that will be counted and included in cumulative GPA calculations. For more information on the undergraduate admission process for international students, see International Student Admission (p. 222) in this catalog.

Costs

For information regarding AES program fees (p. 231), Lewis & Clark's withdrawal policies (p. 232), and other financial matters, please refer to the Costs (p. 230) section in this catalog.

Faculty

John A. Barritt. Instructor in English language. M.A. 2009 New School University. B.A. 1986 University of California at Berkeley.

Channing Dodson. Visiting instructor in English language. M.A. 2008 Portland State University. B.A. 2001 Lewis & Clark College.

Joann M. Geddes. Director for Academic English Studies outreach and development. M.A. 1977 Portland State University. B.A. 1973 Simmons College.

Suzanne L. Groth. Instructor in English language. M.A. 2002 Portland State University. B.A. 1995 University of Wisconsin at Milwaukee.

Erica Harris. Instructor in English language. M.A. 2009, B.A. 2004 Portland State University.

David Hoffman. Instructor in English language. M.A. 2010 Portland State University. B.A. 2007 Western Oregon University.

Ursala McCormick. Instructor in English language. M.E. 2008 Concordia University. B.A. 2002 The Evergreen State College.

Alexis E. Olson. Instructor in English language. M.A. 2008, B.A. 2002 University of Oregon.

Brittney Peake. Instructor in English language. M.A. 2011, B.A. 2008 Portland State University.

Laura Shier. Instructor in English language, director of Academic English Studies program. M.A. 1989, B.A. 1985 University of Wisconsin, Madison.

Julia Tillinghast. Visiting instructor in English language. M.F.A. 2011 Virginia Polytechnic Institute and State University. B.A. 2004 Sarah Lawrence College.

Julie Vorholt. Instructor in English language. M.A. 2000 Monterey Institute of International Studies. B.S. 1993 Kent State University.

AES 103 Low Intermediate Communication Skills for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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, audiovisual materials. Not applicable toward graduation. Offered as two 2-credit sections in summer. May be repeated for a total of 8 semester credits.

Prerequisites: Placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 105 Low Intermediate Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

Content: English language instruction topics, which vary from semester to semester. Topics include the English of math, economics, sociology, anthropology, biology, ecology (climate change, sustainability), international affairs (globalization). Duration: first half-semester.

Students take two modular courses (AES 105 and AES 106) each term. Not applicable toward graduation. May be taken twice for credit with change of topic.

Prerequisites: Placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 106 Low Intermediate Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

Content: English language instruction topics, which vary from semester to semester. Topics include the English of math, economics, sociology, anthropology, biology, ecology (climate change, sustainability), international affairs (globalization). Duration: second half-semester.

Students take two modular courses (AES 105 and AES 106) each term. Not applicable toward graduation. May be taken twice for credit with change of topic.

Prerequisites: Placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 107 Low Intermediate Reading/Writing Core for Nonnative Speakers

Faculty: Barritt, Brooks, Groth, McCormick, Morgan, Olson, Vorholt.

Content: English language study, 10 hours/week. Reading component focusing on strategies, vocabulary expansion, and critical thinking through intensive reading exercises and extensive reading of adapted literary sources. Writing component focusing on sentence, paragraph, and essay structure. Sentence variety, punctuation, grammar, and process writing emphasized. Introduction to a variety of rhetorical patterns.

Prerequisites: English proficiency exam.

Restrictions: Credits do not count toward graduation.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 4-8.

AES 127 Intermediate Reading/Writing Core for Nonnative Speakers

Faculty: Barritt, Brooks, Groth, McCormick, Morgan, Olson, Vorholt.

Content: English language study, 10 hours/week. Reading component focusing on strategies, vocabulary-building, and critical thinking through intensive and extensive reading of adapted and unadapted texts. Writing component focusing on paragraph and essay structure and developing grammatical competence and idiomatic usage. Introduction to library research skills and academic integrity. Research paper required.

Prerequisites: AES 107 or English placement test.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 4-8.

AES 130 Intermediate Communication Skills for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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.

Offered as two 2-credit sections in summer. May be repeated for a total of 8 semester credits.

Prerequisites: AES 103 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 150 Intermediate Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

Content: English language instruction topics, which vary from semester to semester. Topics include computer applications, environmental issues, U.S. culture, current events. Duration: first half-semester. Students take two modular courses each term (AES 150 and AES 151). May be taken twice for credit with change of topic.

Prerequisites: AES 105 and AES 106, or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 151 Intermediate Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

Content: English language instruction topics, which vary from semester to semester. Topics include computer applications, environmental issues, U.S. culture, current events. Duration: second half-semester. Students take two modular courses (AES 150 and AES 151) each term. May be taken twice for credit with change of topic.

Prerequisites: AES 105 and AES 106 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 163 High Intermediate Communication Skills for Nonnative Speakers

Faculty: Academic English Studies Faculty.

Content: English language study with a focus on exploring academic disciplines through authentic video content and lectures by undergraduate faculty. Student-led discussions and debates on academic themes. Practice synthesizing abstract concepts and theories and developing seminar-oriented discussion skills. Research and give formal presentations on academic topics. Offered as two 2-credit sections in summer. May be repeated for a total of 8 semester credits.

Prerequisites: AES 130 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 165 High Intermediate Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

Content: English language study with an emphasis on developing integrated skills in critical reading, discussion, consensus-building, research, crafting argumentative writing, and giving substantive formal presentations. Exploration of authentic content in a specific academic discipline, abstract concepts and theories, and appropriate field-specific terminology. Topics vary from term to term and typically are representative of the humanities (for example, English literature), the social sciences (sociology, cultural anthropology, psychology, or sociolinguistics), or the natural sciences (such as sustainability or ecology). Duration: first half-semester. Students take two modular courses (AES 165 and AES 166) each term. May be taken twice for credit with change of topic.

Prerequisites: AES 150 and 151, or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 166 High Intermediate Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

Content: English language study with an emphasis on developing integrated skills in critical reading, discussion, consensus-building, research, crafting argumentative writing, and giving substantive formal presentations. Exploration of authentic content in a specific academic discipline, abstract concepts and theories, and appropriate field-specific terminology. Topics vary from term to term and typically are representative of the humanities (for example, English literature), the social sciences (sociology, cultural anthropology, psychology, or sociolinguistics), or the natural sciences (such as sustainability or ecology). Duration: second half-semester. Students take two modular courses (AES 165 and AES 166) each term. May be taken twice for credit with change of topic.

Prerequisites: AES 150 and AES 151, or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 167 High Intermediate Reading/Writing Core for Nonnative Speakers

Faculty: Barritt, Brooks, Groth, McCormick, Morgan, Olson, Vorholt.

Content: English language study, 10 hours/week. The process of academic writing: paraphrasing, summarizing, citing, and critically responding to abstract concepts in written form, using authentic source material. Reading component focusing on unadapted source material, including undergraduate textbooks. Emphasis on evaluating and synthesizing sources. Expansion of academic vocabulary, complex grammatical structures, rhetorical patterns. Documented research paper required.

Prerequisites: AES 127 or English placement test.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 4-8.

AES 210 Advanced Reading for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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. Offered as two 2-credit sections in summer. May be repeated for a total of 8 semester credits with change of text.

Prerequisites: AES 161 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 221 Advanced Writing for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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. Offered as two 2-credit sections in summer. May be repeated for a total of 2 semester credits.

Prerequisites: AES 161 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 222 Advanced Writing for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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. Offered as two 2-credit sections in summer. May be repeated for a total of 4 semester credits.

Prerequisites: AES 221 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 230 Advanced Speech Communication for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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. Offered as two 2-credit sections in summer. May be repeated for a total of 4 semester credits.

Prerequisites: AES 163 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 240 Seminar for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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. Offered as two 2-credit sections in summer. May be repeated for a total of 8 semester credits with change of topic.

Prerequisites: AES 163 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2-4.

AES 244 Practicum

Faculty: Academic English Studies Faculty.

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. May be repeated for credit.

Prerequisites: AES 162, AES 221, or AES 222.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 1-4.

AES 250 Advanced Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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: first half-semester. Students take two modular courses each term (AES 250 and AES 251). May be taken twice for credit with change of topic.

Prerequisites: AES 165 and AES 166 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 251 Advanced Content-Based Topics for Nonnative Speakers

Faculty: Academic English Studies Faculty.

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: second half-semester. Students take two modular courses (AES 250 and AES 251) each term. May be taken twice for credit with change of topic.

Prerequisites: AES 165 and AES 166 or placement exam.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 2.

AES 260 Introduction to Modes of Inquiry

Faculty: Academic English Studies Faculty.

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. May be repeated for up to 8 credits.

Prerequisites: Consent of instructor.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 4.

AES 299 Independent or Directed Study

Faculty: Academic English Studies Faculty.

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. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 1-4.

Art

Chair: Dawn Odell

Administrative Coordinator: Alison Walcott

The Department of Art offers students an exciting learning environment in which to practice the visual arts and to study art in its historical and theoretical contexts. Our faculty work to ensure that all students graduate with the ability to think creatively and critically, both in the art they produce and the art they study. We are committed to helping students achieve the visual literacy that is essential to negotiating the world today. We prepare students to pursue graduate degrees; for careers as visual artists or in gallery, museum, and arts administration; and for a life enriched by the visual arts.

Our studio art program is supported by outstanding facilities and faculty. Our artists have a commitment to craft and to introducing students to the key critical questions and themes in artistic practice today. Our art history program exposes students to a wide variety of art from East Asia, Europe, and the Americas, from the ancient world to the present day. Faculty offer rigorous introductions, advanced courses in specific art-historical periods, and thematic seminars on topics including Art and the Environment, and Art History and Memory.

Resources for Nonmajors

Most art courses are available to non-majors and are well integrated with the curricula of many other departments and programs, such as East Asian Studies, Latin American Studies, and Classical Studies. For non-majors, we have a minor that combines both studio art and art history. Students without previous exposure to art history or studio art should begin with any of our 100-level courses, which may be taken in any sequence.

Facilities

The Fred W. Fields Center for the Visual Arts houses the Arnold student gallery; painting, drawing, ceramics foundations, photography and sculpture studios;

and well-equipped classrooms for studio critique, digital art production, and art history lectures. Our students frequently take advantage of exhibitions at local art galleries and engage the facilities and collections of the Portland Art Museum (<http://portlandartmuseum.org>), the Lan Su Chinese Garden (<http://portlandchinesegarden.org>), the Portland Japanese Garden (<http://japanesegarden.com>), the Museum of Contemporary Craft (<http://museumofcontemporarycraft.org>), and the Oregon Historical Society (<http://ohs.org>), among many others. Students also make use of the Ronna and Eric Hoffman Gallery of Contemporary Art (http://lclark.edu/hoffman_gallery), across the Alumni Circle from the Fields Center. The year-end show of senior projects is held there each spring.

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 because there is significant overlap in courses required for each major.

As an introductory-level studio course is fundamental to advanced work, the department strongly encourages studio art majors to take ART 105 Introduction to Visual Art and Culture in their first year and before taking any other 100-level courses. Majors are required to take ART 105 no later than the end of their sophomore year. Students majoring in studio art must complete at least one 300-level studio art course prior to ART 490 Senior Art Practice in any of the following areas: ceramics, drawing, painting, photography, or sculpture, which cannot be an internship or independent study. In order to meet the studio art major requirements, students must declare the major and select a full-time faculty member as an advisor by the end of their sophomore year (preferably the faculty advisor the student will work with at the 300-level).

All studio art majors must take ART 311 Studio Seminar on Contemporary Art Theory and Practice in the junior year. Art majors are required to have completed one art history course prior to ART 311. During the senior year, art majors undergo a review process with all full-time faculty. In the spring semester of the senior year, all senior art majors are required to work with their advisors on finalizing the installation of their proposed project(s) in the Senior Art Exhibition on campus.

Art history majors must complete either ART 401 Art After 1945 or ART 451 Special Topics in Art History before registering for the required ART 493 Senior Seminar: Art History. The Senior Seminar must be taken in the fall semester of a student's senior year. In addition, art history majors are strongly encouraged to complete their interdisciplinary requirement by taking HIST 300 Historical Materials, PHIL 203 Philosophy of Art and Beauty, or SOAN 245 Visual Anthropology before registering for the ART 493 Senior Seminar: Art History.

Studio Art Courses

ART 105	Introduction to Visual Art and Culture
ART 205	Introduction to Video Art

ART 113	Sculpture I
ART 213	Sculpture II
ART 313	Sculpture III
ART 115	Drawing I
ART 215	Drawing II
ART 315	Drawing III
ART 116	Ceramics I
ART 216	Ceramics II
ART 316	Ceramics III
ART 117A	Painting Fundamentals
ART 117B	Figure Painting
ART 217	Painting II
ART 317	Painting III
ART 120	Photography I
ART 220	Photography II
ART 320	Photography III
ART 227	Special Topics in Studio Art
ART 311	Studio Seminar on Contemporary Art Theory and Practice
ART 490	Senior Art Practice

Art History Courses

ART 101	History of Western Art: Ancient to Medieval
ART 111	History of Western Art: Renaissance to 20th Century
ART 151	History of Early East Asian Art
ART 154	History of Buddhist Art
ART 201	Modern European Art
ART 207	Pre-Columbian Art
ART 208	Art of Ancient Greece and Rome
ART 230	Seventeenth-Century Art in Europe
ART 257	Art of Late Imperial & Republican China
ART 302	History of Photography
ART 304	History of American Art
ART 305	Early Renaissance Art and Architecture
ART 306	High Renaissance Art and Architecture
ART 309	Art of New York
ART 333	Visual Perspectives on Dante's Divine Comedy
ART 355	Art and Empire
ART 401	Art After 1945
ART 451	Special Topics in Art History
ART 493	Senior Seminar: Art History

Major Requirements: Studio Art

A minimum of 44 semester credits, distributed as follows:

- ART 101 History of Western Art: Ancient to Medieval or ART 111 History of Western Art: Renaissance to 20th Century
- One of the following:

ART 151	History of Early East Asian Art
ART 154	History of Buddhist Art

ART 207 Pre-Columbian Art

- One additional art history course at the 200 level or higher
- ART 105 Introduction to Visual Art and Culture. Must be taken before the end of the sophomore year.
- One course in drawing, painting, or photography chosen from the following:
 - ART 115 Drawing I
 - ART 117A Painting Fundamentals
 - ART 117B Figure Painting
 - ART 120 Photography I
- One course in sculpture or ceramics, chosen from the following:
 - ART 113 Sculpture I
 - ART 116 Ceramics I
- Three elective courses in studio art. One elective must be at the 300-level.
- ART 311 Studio Seminar on Contemporary Art Theory and Practice. Must be taken in the junior year.
- ART 490 Senior Art Practice

Major Requirements: Art History

A minimum of 44 semester credits, distributed as follows:

- Three art history courses (at least one Western and one non-Western) chosen from the following:
 - ART 101 History of Western Art: Ancient to Medieval
 - ART 111 History of Western Art: Renaissance to 20th Century
 - ART 151 History of Early East Asian Art
 - ART 154 History of Buddhist Art
 - ART 207 Pre-Columbian Art
 - ART 230 Seventeenth-Century Art in Europe
 - ART 257 Art of Late Imperial & Republican China
- Any two studio art courses
- One of the following interdisciplinary courses:
 - HIST 300 Historical Materials
 - SOAN 245 Visual Anthropology
 - PHIL 203 Philosophy of Art and Beauty
- Four elective courses in art history, one of which must be at the 300 level or higher and one of which must be at the 400 level. At least one of these two must be in East Asian or pre-Columbian art at the 200 level or higher. Either CLAS 201 Introduction to Ancient Greek Thought and Culture or CLAS 202 Introduction to Ancient Roman Thought and Culture may be taken as an elective course for the art history major.
- ART 493 Senior Seminar: Art History. Must be taken the fall semester before graduation.

Minor Requirements: Art and Art History

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

- ART 101 History of Western Art: Ancient to Medieval or ART 111 History of Western Art: Renaissance to 20th Century
- One of the following:
 - ART 151 History of Early East Asian Art
 - ART 154 History of Buddhist Art
 - ART 207 Pre-Columbian Art
- One course in two-dimensional studio art chosen from the following:
 - ART 105 Introduction to Visual Art and Culture (can only be used once)
 - ART 115 Drawing I
 - ART 117A Painting Fundamentals
 - ART 117B Figure Painting
 - ART 120 Photography I
- One course in three-dimensional studio art chosen from the following:
 - ART 105 Introduction to Visual Art and Culture (can only be used once)
 - ART 113 Sculpture I
 - ART 116 Ceramics I
- Two elective courses in studio art or art history

Students majoring in art or art history may not pursue the combined minor.

Honors Program

To earn honors, students must have a 3.500 GPA overall.

Honors in studio art are awarded to those students whose final senior 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 undertake an honors thesis that expands on the senior seminar paper. Honors are awarded to those students whose completed projects are judged by a faculty committee to be of superior quality.

Faculty

Debra Beers. Senior lecturer in art. Drawing. M.F.A. 1980, M.A. 1979 University of Iowa. B.A. 1976 Western Washington University.

Benjamin David. Associate professor of art history. Late Medieval and Italian Renaissance art history. Ph.D. 1999, M.A. 1993, B.A. 1991 New York University.

Joel W. Fisher. Assistant professor of art. Photography. M.F.A. 2006 Rhode Island School of Design. B.A. 1997 University of New Hampshire.

Garrick Imatani. Assistant professor of art. Foundations, interdisciplinary connections between physical and cultural within movement, landscapes, and history.

M.F.A. 2000 Columbia University. B.A. 1996 University of California at Santa Barbara.

Matthew N. Johnston. Associate professor of art history. Modern art history. Ph.D. 2004, M.A. 1994 University of Chicago. B.A. 1992 Yale University.

Dawn Odell. Associate professor of art history, chair of the Department of Art. Early modern East Asian and European art history. Ph.D. 2003 University of Chicago. M.A. 1992 Harvard University. B.A. 1986 Carleton College.

Jess Perlitz. Assistant professor of art. Sculpture. M.F.A. 2009 Temple University. B.F.A. 2000 Bard College.

Cara Tomlinson. Associate professor of art. Painting. M.F.A. 1993 University of Oregon. B.A. 1986 Bennington College.

Theodore W. Vogel. Associate professor of art. Ceramic sculpture. M.F.A. 1984 University of Colorado. B.F.A. 1980 University of South Dakota.

ART 101 History of Western Art: Ancient to Medieval
Faculty: Art Faculty.

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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 105 Introduction to Visual Art and Culture

Faculty: Imatani.

Content: Hands-on exposure to working methods of contemporary visual artists from an interdisciplinary perspective. Intensive studio workshops and experimental exercises in two-dimensional, three-dimensional, and time-based media are accompanied by lectures, screenings, readings, discussion, and off-campus events. Emphasis on inventive and exploratory approaches to relevant issues of contemporary society and culture.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 111 History of Western Art: Renaissance to 20th Century

Faculty: Art Faculty.

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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 113 Sculpture I

Faculty: Art Faculty.

Content: Form and space explored through a variety of media and techniques such as wood, plaster, found object, and assemblage. Short exercises to explore materials and techniques, opening up a broader discussion about the possibilities and complexities of the three-dimensional form. Readings, critiques, and more involved assignments leading to in-depth discussions and approaches to understanding and exploring sculpture.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 115 Drawing I

Faculty: Beers.

Content: The rigorous investigation of drawing elements, techniques, and design principles. Students are introduced to a variety of drawing approaches and media informed by reference to historical, modern, and contemporary drawings. Development of observational and eye-hand coordination skills is achieved primarily through still life subjects and occasional life drawing. The ability to analyze a drawing utilizing drawing terms and critical thinking skills takes form in classroom discussions and group critiques.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 116 Ceramics I

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 117A Painting Fundamentals

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 4.

ART 117B Figure Painting

Faculty: Tomlinson.

Content: Fundamentals of using oil paints through a focus on the study of the human body. We address both historical and contemporary contexts and include specific approaches to figure painting such as old master, alla prima, direct observation, abstraction, color and pattern, and collage. Emphasis is on gaining technical proficiency with paint handling, finding self-direction, and identifying both contemporary and historical precedents. Through short readings, slide lectures and discussions, students will develop and use critical language that addresses inherent issues in figure painting including representation, phenomenology, post-structuralism, and feminism.

Prerequisites: None.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 4.

ART 120 Photography I

Faculty: Art Faculty.

Content: In this introductory course, students will be introduced to photographic equipment, materials, analog and digital processes, and historical and contemporary photographic practice. Photography I will concentrate on the skills and technologies used for making photographs from image capture to print. Students can expect to learn to analytically and critically discuss photographically generated images through a series of critiques, lectures, discussions, and demonstrations. Students are required to have a 35 mm manual SLR film camera.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 151 History of Early East Asian Art

Faculty: Odell.

Content: This course provides an introduction to the arts of China, Korea, and Japan from the Neolithic period to the fourteenth century. We study objects in a range of media, including calligraphy, ink painting, secular and religious architecture, ceramics, and woodblock prints.

Among other topics, the class explores how definitions of gender, ethnicity, religious affiliation, and political power affect and are affected by the visual culture of the region.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

ART 154 History of Buddhist Art

Faculty: Odell.

Content: This course will explore the artistic traditions engendered by the Buddhist faith as it originated in India and migrated to other parts of Asia. We will examine the representation of Buddhist doctrine in a variety of media, including architecture, sculpture, painting, and illustrated books. In addition, we will consider European and American responses to Buddhist art in the nineteenth and early twentieth centuries.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

ART 201 Modern European Art

Faculty: Art Faculty.

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.

Prerequisites: None. ART 111 recommended.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ART 205 Introduction to Video Art

Faculty: Imatani.

Content: Introduction to history of video art and fundamentals of digital video production. Exposure, analysis, and critical thinking of course topics through lectures, artist/critic talks, readings, written assignments, discussion, journaling, field trips, group presentation, and feedback. Basic technical production skills, lab assignments, and creative projects explore video as an expressive medium within the context of historical, experimental, and contemporary art strategies.

Prerequisites: ART 105 and ART 120.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

ART 207 Pre-Columbian Art

Faculty: 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. CORE 107.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ART 208 Art of Ancient Greece and Rome

Faculty: David.

Content: This course is a focused introduction to art and architecture in Greece and Rome from the Geometric period in the eighth century BCE to the end of the Roman Empire. Special attention will be given to the intersections of art and literature and the role of art as a tool of politics. Theories in classical culture about the visual image, the artist, and the practice of narrative will be explored. Another topic to be considered is how our definition of classical art is often shaped by the views taken in the early modern period.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ART 213 Sculpture II

Faculty: Art Faculty.

Content: Advanced study of form and space through more self-directed assignments. Developing technical skills learned in ART 113, with an introduction to metalworking and welding. Creating sculpture that demonstrates technical proficiency and radical explorations of content, materials, and context as it relates to form.

Prerequisites: ART 113.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 215 Drawing II

Faculty: Beers.

Content: Further development of the student's observation, conceptual, and expressive skills. The refinement of drawing abilities and visual organization skills are heightened through the study of the human figure and additional subjects. A variety of drawing media is explored, including color. Traditional conceptions of drawing are challenged as the term progresses. Visual literacy and historical context is further advanced through examination of classical, modern, and contemporary drawing. Oral and written analysis is a critical component in this course.

Prerequisites: ART 115.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 216 Ceramics II

Faculty: Vogel.

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

Prerequisites: ART 116.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 217 Painting II

Faculty: Art Faculty.

Content: Consideration of directed questions and topics in painting. Students strengthen technique and material knowledge, understand their personal working process, and expand their critical language.

Prerequisites: ART 117.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

ART 220 Photography II

Faculty: Art Faculty.

Content: Photography II is an intermediate-level course where students build upon existing photographic skills and further investigate the making and meaning of photographically based images through a series of readings, lectures, discussions, demonstrations, and critiques. Students will explore problems leading to the mastery of technical skills regarding camera usage, exposure, film- and digital-image processing, lighting, printing, and photographic finishing with an emphasis on the development of craft and cultivation of a visual vocabulary. Students must have a 35 mm manual or dSLR camera.

Prerequisites: ART 120 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 227 Special Topics in Studio Art

Faculty: Art Faculty.

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

Prerequisites: 100-level studio course.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ART 230 Seventeenth-Century Art in Europe

Faculty: Odell, David.

Content: This course explores the work of artists such as Artemisia Gentileschi, Caravaggio, Rembrandt, Vermeer, and Rubens, among others. Fundamental themes include relationships between art and science, the impact of the Reformation on the visual arts, cross-cultural encounter, and the development of artistic self-consciousness.

Prerequisites: ART 101 or ART 111.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ART 244 Practicum

Faculty: Art Faculty.

Content: Internship or practicum to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ART 257 Art of Late Imperial & Republican China

Faculty: Odell.

Content: This course examines art produced in China during the last imperial dynasty, the Qing, through the Republican era (1644-1949). We focus on the work of artists living in four cities—Beijing, Suzhou, Guangzhou, and Shanghai—to explore the influence of European and American art, the ways Chinese artistic traditions were transformed through the conventions of the Manchu court, and new reproductive technologies such as photography, among other issues.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall, spring, and summer.

Semester credits: 4.

ART 299 Independent Study

Faculty: Art Faculty.

Content: Independent study topic to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ART 302 History of Photography

Faculty: Art Faculty.

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.

Prerequisites: ART 111.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

ART 304 History of American Art

Faculty: Johnston.

Content: American art and architecture from the colonial period until the Great Depression. How social concerns were represented in the arts, including formative debates about nation, identity, environment, industrialization, commercialism, and visual expression itself. Special emphasis on primary-source writings by artists, critics, fiction writers, and other cultural figures.

Prerequisites: ART 111 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ART 305 Early Renaissance Art and Architecture

Faculty: 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.

Prerequisites: ART 101, ART 111, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ART 306 High Renaissance Art and Architecture

Faculty: 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 is 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.

Prerequisites: ART 101 or ART 111.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

ART 309 Art of New York

Faculty: Art Faculty.

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. Taught only on the New York off-campus program. 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.

Prerequisites: ART 111, ART 201, or consent of instructor.

Restrictions: Sophomore standing required. Acceptance into the New York City off-campus program required.

Usually offered: Annually, fall semester.

Semester credits: 4.

ART 311 Studio Seminar on Contemporary Art Theory and Practice

Faculty: Fisher, Imatani, Perlit, Tomlinson.

Content: Issues in contemporary art critical 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.

Prerequisites: None.

Corequisites: Upper-division studio course.

Restrictions: Studio art majors with junior standing or permission of the instructor.

Usually offered: Annually, spring semester.

Semester credits: 4.

ART 313 Sculpture III

Faculty: Perlitz.

Content: Advanced study of form and space through self-directed projects designed by the student in consultation with the instructor. In-depth exploration of advanced sculptural concerns, as directed by the student and presented through writing, presentation, and installation of artwork. May be taken twice for credit.

Prerequisites: ART 213.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 315 Drawing III

Faculty: Beers.

Content: Further exploration of contemporary drawing and the development of an independent body of drawings. The major portion of the course is primarily designed to prepare the student for the senior thesis project, where an in-depth series of works is created and exhibited. Oral and written analysis, project proposals, and the artist's statement are also critical components in the furthering of the advanced student's studies. May be taken twice for credit.

Prerequisites: ART 215.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 316 Ceramics III

Faculty: Vogel.

Content: Advanced aesthetic, technical, and conceptual problems in clay. May be taken twice for credit.

Prerequisites: ART 216.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 317 Painting III

Faculty: Tomlinson.

Content: Students continue their development of a significant informed body of work in painting through a series of advanced problems in concept, material, and color. Self-directed study. May be taken twice for credit.

Prerequisites: ART 217.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ART 320 Photography III

Faculty: Art Faculty.

Content: Students will converge content with craft and polish technical analog and/or digital processing and printing skills while building upon the use of lens-based media as a means to convey image intent through a proposed term-long project. The goal of this course is for each student to be engaged in a critical dialog and discourse about his/her photographic process, and, also, to explore issues surrounding the impact of the medium on culture(s) and society as a whole. May be taken twice for credit.

Prerequisites: ART 220. Students must have a 35 mm or larger film camera.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ART 333 Visual Perspectives on Dante's Divine Comedy

Faculty: David.

Content: Dante's "Divine Comedy" and visualizations of the poem created in a variety of media from the fourteenth 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 CORE 107. ART 101, ART 111, or ENG 280.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ART 355 Art and Empire

Faculty: Odell.

Content: This course offers a comparative analysis of East Asian and Northern European art produced in the seventeenth and eighteenth centuries, with an emphasis on exploring relationships between political and artistic practices. The class examines art in the context of tribute, global trade, religious missions, diplomacy, and imperialism. Work produced in the Dutch Republic and for the Qing court are a focus of the course. We will consider not only masterpieces of ink and oil painting (works by Bada Shanren, Gong Xian, Rembrandt, and Vermeer, among others), but also utilitarian objects that were part of the global art market.

Prerequisites: ART 152, ART 153, or ART 111.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ART 401 Art After 1945

Faculty: David, Johnston, Odell.

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

Prerequisites: ART 111 or ART 201.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ART 444 Practicum

Faculty: Art Faculty.

Content: Internship or practicum to be arranged with instructor.

Prerequisites: None.

Restrictions: Senior standing required.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 4.

ART 451 Special Topics in Art History

Faculty: 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. May be taken twice for credit.

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

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ART 490 Senior Art Practice

Faculty: Beers, Fisher, Imatani, Perlitz, Tomlinson, Vogel.

Content: ART 490 is the capstone course in studio art. It provides students with a firm foundation and proficiency in a chosen medium and fosters a critical dialogue and interdisciplinary discourse about art-making through critiques, visiting artists, and professional practice. During this semester, students will propose, workshop, and refine their final thesis work for a professional gallery exhibit.

Prerequisites: Studio-art course at the 300 level.

Restrictions: Art majors with senior standing and instructor consent.

Usually offered: Annually, fall semester.

Semester credits: 4.

ART 493 Senior Seminar: Art History

Faculty: David, Johnston, Odell.

Content: Advanced research seminar. 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, ART 111, ART 151, ART 154, or ART 207. Also must have completed either ART 401 or ART 451. HIST 300, PHIL 203, or SOAN 245 strongly recommended.

Restrictions: Senior standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

ART 499 Independent Study

Faculty: Art Faculty.

Content: Independent projects designed in consultation with department faculty.

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

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Biochemistry and Molecular Biology

Director: Greta Binford

Administrative Assistant: Amy Timmins

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:

- BIO 151 Investigations in Genetics and Evolutionary Biology

- BIO 311 Molecular Biology
- BIO 312 Molecular Biology Lab
- BIO 361 Cell Biology
- One elective selected from the following:
 - BIO 200 Investigations in Cell and Molecular Biology
 - BIO 320 Human Genes and Disease
 - BIO 369 Developmental Biology
 - BIO 408 Phylogenetic Biology and Molecular Evolution
 - BIO 422 Neurobiology
- CHEM 110 General Chemistry I
- CHEM 120 General Chemistry II
- CHEM 210 Organic Chemistry I
- CHEM 220 Organic Chemistry II
- CHEM 310 Physical Chemistry: Thermodynamics and Kinetics
- CHEM 330 Structural Biochemistry
- CHEM 335 Metabolic Biochemistry
- CHEM 336 Biochemistry Laboratory
- MATH 131 Calculus I
- MATH 132 Calculus II
- PHYS 141 Introductory General Physics I
- PHYS 142 Introductory General Physics II
- Honors students must complete BCMB 410 Biochemistry/Molecular Biology Seminar.

Honors

Biochemistry/molecular biology majors who have distinguished themselves academically by earning a GPA of 3.500 or higher in the major and overall, have completed either BIO 312 or CHEM 336, and have some prior research experience are invited in the spring of their junior year to participate in the senior thesis program. Students who accept the invitation work with a faculty advisor to develop a research project, which must be approved by faculty overseeing the biochemistry/molecular biology major. Following the experimental work, students prepare a written thesis and orally defend it during the spring semester of the senior year. Honors are awarded to those students whose thesis is judged to be meritorious.

Faculty

Greta J. Binford. Associate professor of biology, director of the Biochemistry and Molecular Biology Program. Invertebrate zoology, biodiversity, evolution of spider venoms. Ph.D. 2000 University of Arizona. M.S. 1993 University of Utah. B.A. 1990 Miami University.

Julio C. de Paula. Professor of chemistry, chair of the Department of Chemistry. Physical chemistry, biophysical chemistry, nanotechnology. Ph.D. 1987 Yale University. B.A. 1982 Rutgers University.

Greg J. Hermann. Professor of biology. Developmental genetics and cell biology. Ph.D. 1998 University of Utah. B.S. 1992 Gonzaga University.

Janis E. Lochner. Dr. Robert B. Pamplin Jr. Professor of Science. Biochemistry. Ph.D. 1981 Oregon Health Sciences University. B.S. 1976 Allegheny College.

Nikolaus M. Loening. Professor of chemistry. Physical chemistry, biophysical chemistry. Ph.D. 2001, M.Phil. 1998 University of Cambridge. B.S. 1997 Harvey Mudd College.

Deborah E. Lycan. Professor of biology. Molecular biology, cell biology, ribosome biogenesis in eukaryotic cells, yeast genetics. Ph.D. 1983 University of Colorado. B.A. 1975 University of California at San Diego.

Bethe A. Scalettar. Professor of physics. Fluorescence microscopy, biophysics, optics, thermodynamics, quantum mechanics. Ph.D. 1987 University of California at Berkeley. B.S. 1981 University of California at Irvine.

Pamela Zobel-Thropp. Visiting assistant professor of biology. Biochemistry, molecular biology, transcriptomics, proteomics, bioinformatics. Ph.D. 2000 University of California, Los Angeles. B.A. 1993 California State University, Long Beach.

BCMB 410 Biochemistry/Molecular Biology Seminar

Faculty: Biochemistry and Molecular Biology Faculty. 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: BIO 311. CHEM 330. CHEM 335 (may be taken concurrently).

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 1.

BCMB 496 Biochemistry/Molecular Biology Senior Research

Faculty: Biochemistry and Molecular Biology Faculty. 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. 4 credits each semester of the senior year.

Prerequisites: None.

Restrictions: By invitation only. Senior standing required. Usually offered: Annually, fall and spring semester.

Semester credits: 4.

BCMB 499 Independent Study

Faculty: Biochemistry and Molecular Biology Faculty. Content: Participation in a faculty-supervised research project at Lewis Clark or another research institution. Further information available from biochemistry program faculty members. May be repeated for credit.

Prerequisites: None.

Restrictions: Approval of project proposal by program and supervising faculty member and sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2-4.

Biology

Chair: Kenneth Clifton

Administrative Coordinator: Rian Brennan

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 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.

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 through BIO 244 Practicum if the student works under the close guidance of a faculty member; up to 4 hours per semester may be earned for BIO 499 Independent Study if the student has sufficient familiarity with research to work fairly independently on the design, execution, and interpretation of experiments.

Two interdisciplinary majors are available for students with interests linking biology with other disciplines: biochemistry/molecular biology and environmental studies. For more information, please refer to Biochemistry and Molecular Biology (p. 50) and Environmental Studies (p. 87) in this catalog.

Resources for Nonmajors

Students majoring in other subjects may enroll in BIO 100 Perspectives in Biology, BIO 107 Field Paleontology of Oregon, or BIO 115 Explorations in Regional Biology, which have no prerequisites, or BIO 114 The Origins of Life in the Universe. These courses are designed to meet one of the General Education

requirements in scientific and quantitative reasoning (p. 19). 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 used by students in classes and independent projects include DIC, fluorescence and time-lapse deconvolution microscopes, a climate-controlled greenhouse, and oxygen and carbon dioxide gas-exchange analyzers. Molecular biology laboratories are equipped for gene cloning, polymerase chain reaction, tissue culture, and protein-separation activities. Areas near campus such as Tryon Creek State Natural Area (http://oregonstateparks.org/park_144.php) offer convenient sites for field studies.

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:

- BIO 141 Investigations in Ecology and Environmental Science
- BIO 151 Investigations in Genetics and Evolutionary Biology
- BIO 200 Investigations in Cell and Molecular Biology
- CHEM 110 General Chemistry I
- CHEM 120 General Chemistry II
- One of the following:
 - MATH 123 Calculus & Statistics for Modeling the Life Sciences
 - MATH 131 Calculus I
 - MATH 255 Statistical Concepts and Methods
 - CS 171 Computer Science I
- 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. CHEM 330

Structural Biochemistry and/or CHEM 335 Metabolic Biochemistry may be used as nonlab biology courses toward meeting this requirement, and CHEM 330 Structural Biochemistry and CHEM 336 Biochemistry Laboratory or CHEM 335 Metabolic Biochemistry and CHEM 336 Biochemistry Laboratory may be used as lab courses. The two semesters of senior thesis may be used as one lab course, but only if no more than one semester of biochemistry is also being used.

All Lewis & Clark courses intended to fulfill the requirements for the biology major must be taken for a letter grade. Majors are strongly encouraged to take additional courses in chemistry, mathematics, computer science, and physics.

Honors

Biology majors who have distinguished themselves academically by earning a 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.

Faculty

Kellar Autumn. Professor of biology, academic director of the Center for Entrepreneurship. Physiology, biomechanics, evolution of animal locomotion. Ph.D. 1995 University of California at Berkeley. B.A. 1988 University of California at Santa Cruz.

Paulette F. Bierzychudek. William Swindells Sr. Professor of Natural Sciences. Evolution, ecology, conservation biology, especially of plants and insects. Ph.D. 1981 Cornell University. B.S., B.A. 1974 University of Washington.

Greta J. Binford. Associate professor of biology, director of the Biochemistry and Molecular Biology Program. Invertebrate zoology, biodiversity, evolution of spider venoms. Ph.D. 2000 University of Arizona. M.S. 1993 University of Utah. B.A. 1990 Miami University.

Bianca Breland. Visiting assistant professor of biology. Evolutionary biology, plant biology. Ph.D. 2008, University of Colorado. B.A. 1995 University of Virginia.

Kenneth E. Clifton. Professor of biology, chair of the Department of Biology. Animal behavior, marine biology, ecology of coral reefs. Ph.D. 1988 University of California at Santa Barbara. B.A. 1981 University of California at San Diego.

Greg J. Hermann. Professor of biology. Developmental genetics and cell biology. Ph.D. 1998 University of Utah. B.S. 1992 Gonzaga University.

Deborah E. Lycan. Professor of biology. Molecular biology, cell biology, ribosome biogenesis in eukaryotic cells, yeast genetics. Ph.D. 1983 University of Colorado. B.A. 1975 University of California at San Diego.

Wendy McLennan. Instructor in biology, biology laboratory stockroom coordinator. A.B. 1978 University of California at Berkeley.

Margaret Rowan Metz. Assistant professor of biology. Plant community ecology, tropical ecology, disease ecology. Ph.D. 2007 University of California at Davis. A.B. 1998 Princeton University.

Norma Velázquez Ulloa. Assistant professor of biology. Behavioral genetics, neuroscience, developmental biology, neurophysiology, cell biology. Ph.D. 2009 University of California at San Diego. B.S. 2002 Universidad Nacional Autónoma de México.

Tammy Weissman-Unni. Assistant professor of biology. Neurobiology. Ph.D. 2004 Columbia University. B.A. 1992 Pomona College.

Pamela Zobel-Thropp. Visiting assistant professor of biology. Biochemistry, molecular biology, transcriptomics, proteomics, bioinformatics. Ph.D. 2000 University of California, Los Angeles. B.A. 1993 California State University, Long Beach.

BIO 100 Perspectives in Biology

Faculty: Biology Faculty.

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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

BIO 107 Field Paleontology of Oregon

Faculty: Biology Faculty.

Content: Survey of fossil forms of organisms with emphasis on animals and evaluation of the diversity of known taxa. Introduction to field paleontological methods and procedures with a focus on the study of the local fauna over geologic time. Lecture, laboratory, and field trips (including required weekend field trips). May not be applied toward the biology major.

Prerequisites: None.

Usually offered: Annually, summer only.

Semester credits: 4.

BIO 114 The Origins of Life in the Universe

Faculty: Clifton, Loening, Safran, Tufte.

Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with CHEM 114, GEOL 114, and PHYS 114. Not applicable toward any major.

Prerequisites: QR 101 or equivalent.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

BIO 115 Explorations in Regional Biology

Faculty: Biology Faculty.

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. Taught on Australia and East Africa study programs. May not be applied toward the biology major.

Prerequisites: None.

Restrictions: Acceptance to overseas program.

Usually offered: Alternate Years.

Semester credits: 4.

BIO 141 Investigations in Ecology and Environmental Science

Faculty: Bierzychudek, Clifton, Metz.

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 Department of Biology'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.

Prerequisites: QR 101.

Restrictions: Open to freshmen and sophomores. Juniors and seniors require departmental consent.

Usually offered: Annually, fall semester.

Semester credits: 5.

BIO 151 Investigations in Genetics and Evolutionary Biology

Faculty: Autumn, Binford, Weissman.

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.

Prerequisites: QR 101.

Restrictions: Open to freshmen and sophomores. Juniors and seniors require departmental consent.

Usually offered: Annually, spring semester.

Semester credits: 5.

BIO 200 Investigations in Cell and Molecular Biology

Faculty: Hermann, Lycan, Velazquez.

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: BIO 151 (may be taken concurrently—contact the registrar for assistance with registration), CHEM 120 (may be taken concurrently—contact the registrar for assistance with registration).

Corequisites: BIO 200L.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 5.

BIO 211 Land Vertebrates

Faculty: Clifton.

Content: 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. Usually taught as part of the East Africa Biology-focused overseas program.

Prerequisites: BIO 141 and BIO 151. MATH 115 (or equivalent) or CS-171.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, fall semester.

Semester credits: 5.

BIO 212 Invertebrate Zoology

Faculty: Binford.

Content: 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: BIO 141 and BIO 151.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 5.

BIO 221 Marine Biology

Faculty: 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: BIO 141 and BIO 151. MATH 115 (or equivalent) or CS-171.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, fall semester.

Semester credits: 5.

BIO 223 Plant Biology

Faculty: Metz.

Content: Key concepts of plant biology, including morphology, physiology, adaptations to life on land, and ecological interactions with other organisms. Emphasis on the roles of plants in ecosystems and human lives. Key characteristics of major plant lineages in the context of how plants have become such a diverse and successful group of organisms. Students conduct independent research projects on various aspects of plant biology. Laboratory; two weekend field trips.

Prerequisites: BIO 141 and BIO 151.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 5.

BIO 244 Practicum

Faculty: Biology Faculty.

Content: Supervised practical experience in lab and/or field techniques at Lewis & Clark or another Portland-area institution. Consult department faculty for further information. Credit-no credit. May be repeated for credit. Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually.

Semester credits: 2.

BIO 252 Introduction to Neuroscience

Faculty: Biology and Psychology Faculty.

Content: Study of the biological basis of behavior. Gross anatomy of the brain, structure and function of neurons, synaptic transmission. Exploration of learning and memory, vision, neurological and psychiatric diseases, addiction, and reproductive behavior. Cross-listed with PSY 252. Students may not receive credit for both BIO/PSY 252 and PSY 280.

Prerequisites: BIO 151 and PSY 100, or one of these and permission of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

BIO 311 Molecular Biology

Faculty: 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: BIO 151. BIO 200 or consent of instructor. CHEM 120.

Corequisites: BIO-312.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

BIO 312 Molecular Biology Lab

Faculty: 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: BIO 151. BIO 200 or consent of instructor. CHEM 120.

Corequisites: BIO-311.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 2.

BIO 320 Human Genes and Disease

Faculty: Lycan.

Content: 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.

Prerequisites: BIO 151, BIO 200, or consent of instructor. Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

BIO 335 Ecology

Faculty: Bierzychudek.

Content: 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 trip.

Prerequisites: BIO 141, BIO 151, and BIO 200. MATH 123, MATH 131, MATH 255, or CS 171. CHEM 120.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 5.

BIO 337 Environmental Physiology

Faculty: 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: BIO 141, BIO 151, BIO 200, CHEM 120.

Corequisites: BIO 338.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

BIO 338 Environmental Physiology Lab

Faculty: Biology Faculty.

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: BIO 141, BIO 151, and BIO 200. CHEM 120.

Corequisites: BIO-337.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 1.

BIO 352 Animal Behavior

Faculty: Clifton.

Content: 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: BIO 141. BIO 151. BIO 200. MATH 123, MATH 131, MATH 255, or CS 171. CHEM 120.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 5.

BIO 361 Cell Biology

Faculty: Hermann.

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: BIO 151. BIO 200 or consent of instructor. CHEM 120.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 5.

BIO 369 Developmental Biology

Faculty: 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 genetic, molecular, and evolutionary mechanisms underlying development. Discussion of current research literature illustrating the questions, experimental approaches, and new insights in the study of organismal development. Lecture and laboratory. Laboratory focuses on genetic control of development in the nematode *C. elegans*.

Prerequisites: BIO 151. BIO 200 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Every third year, spring semester.

Semester credits: 5.

BIO 375 Comparative Physiology

Faculty: 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.

Prerequisites: BIO 151, BIO 200, or consent of instructor. MATH 131 or CS 171 or PHYS 141 recommended.

Corequisites: BIO 375L.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 5.

BIO 380 Behavioral Genetics

Faculty: Velazquez Ulloa.

Content: Study of the genetic control of behavior. Familiarization with strategies and techniques used by researchers in this field from information derived from different animal model systems, including humans. Exploration of genetic contribution to social behavior, drug addiction, circadian rhythms, learning and memory, and others. Lecture and lab.

Prerequisites: BIO 151, BIO 200, and CHEM 120. MATH 123, 131, 255, or CS 171. BIO 252, 311, 320, or 361 recommended.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 5.

BIO 390 Evolution

Faculty: Biology Faculty.

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: BIO 141, BIO 151, and BIO 200. MATH 123, MATH 131, MATH 255, or CS 171. CHEM 120.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

BIO 395 Biology Seminar

Faculty: Biology Faculty.

Content: Selected topics in biology. Students will have the opportunity to hear research seminars from outside scientists. Students enrolled in the course will develop and present a research seminar of their own. All students taking this course for credit will be required to attend all seminar presentations, both by outside speakers and by their peers, and to participate in the question-and-answer session after the seminar.

Prerequisites: None.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 1.

BIO 408 Phylogenetic Biology and Molecular Evolution

Faculty: Binford.

Content: Advanced study of theory and methods of reconstructing hypotheses of evolutionary history. Modern phylogenetics relies heavily on models of molecular evolution, thus the course includes a foundation of molecular evolutionary theory. We discuss applications of phylogenies including analyses of gene family evolution, the emergence of infectious disease, biogeography, and coevolution. The lab centers on computational analyses.

Prerequisites: BIO 151 and BIO 200. BIO 390, and either MATH 131, MATH 255, or CS 171, are recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 5.

BIO 422 Neurobiology

Faculty: Weissman.

Content: 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: BIO 151 and BIO 200 or BIO 361. CHEM 120. PHYS 142 recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 5.

BIO 490 Special Topics in Biology

Faculty: Biology Faculty.

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. Offering contingent on student interest and faculty availability.

Prerequisites: BIO 141, BIO 151, BIO 200, and other courses determined by the instructor, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4-5.

BIO 495 Biology Senior Thesis

Faculty: Biology Faculty.

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

Prerequisites: None.

Restrictions: Senior standing required. GPA of 3.500 in major and overall. Approval of research proposal by department and two supervising faculty members.

Usually offered: Annually.

Semester credits: 3.

BIO 499 Independent Study

Faculty: Biology Faculty.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2-4.

Chemistry

Chair: Julio de Paula

Administrative Coordinator: Amy Timmins

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.

Special Programs

The departments of chemistry and biology offer an interdisciplinary biochemistry/molecular biology major. See Biochemistry and Molecular Biology (p. 50).

Resources for Nonmajors

CHEM 100 Perspectives in Environmental Chemistry, CHEM 105 Perspectives in Nutrition, and CHEM 114 The Origins of Life in the Universe 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 a lecture-demonstration theatre; a well-equipped biochemistry laboratory; modern scientific instrumentation (FT-NMR, FT-IR, GC-MS, HPLC, UV-VIS, AA, molecular modeling workstations, etc.); a data analysis room; special laboratories for nonmajors chemistry, general chemistry, organic chemistry, and advanced physical and inorganic chemistry; and student-faculty research laboratories.

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 major. 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 42 semester credits in chemistry, plus courses in mathematics and physics, distributed as follows:

General Chemistry

- CHEM 110 General Chemistry I
- CHEM 120 General Chemistry II

Organic Chemistry

- CHEM 210 Organic Chemistry I
- CHEM 220 Organic Chemistry II

Physical Chemistry

- CHEM 310 Physical Chemistry: Thermodynamics and Kinetics
- CHEM 320 Physical Chemistry: Statistical Mechanics and Quantum Chemistry

Advanced Laboratory

- CHEM 365 Physical Chemistry Laboratory
- CHEM 366 Inorganic Chemistry Laboratory

Advanced Chemistry

- CHEM 405 Chemistry Seminar
- CHEM 420 Advanced Inorganic Chemistry
- Four semester credits of an upper-division elective selected from the following:

- CHEM 305 Aquatic Chemistry
- CHEM 330 Structural Biochemistry
- CHEM 335 Metabolic Biochemistry
- CHEM 355 Experimental Methods in the Physical Sciences
- CHEM 415 Nanomaterials Chemistry
- CHEM 421 Neurochemistry
- CHEM 443 Medicinal Organic Chemistry
- CHEM 462 Advanced Organic Synthesis
- CHEM 464 Biomolecular NMR Spectroscopy

Mathematics

- MATH 131 Calculus I
- MATH 132 Calculus II

Physics

- One of the following sequences:
 - PHYS 141 Introductory General Physics I
 - PHYS 142 Introductory General Physics II
- or
 - PHYS 151 Physics I: Motion
 - PHYS 152 Physics II: Waves and Matter
 - PHYS 251 Physics III: Electromagnetism

For an ACS-certified major, in addition to the above requirements, the student must also complete the following:

CHEM 330 Structural Biochemistry or CHEM 335 Metabolic Biochemistry

CHEM 355 Experimental Methods in the Physical Sciences

Four additional semester credits at the 300 or 400 level (higher than CHEM 310 Physical Chemistry: Thermodynamics and Kinetics).

Students may also be required to take CHEM 299 Independent Study, CHEM 480 Senior Research, CHEM 490 Chemistry Honors Research, or CHEM 499 Independent Research so that they have a total of 400 laboratory contact hours beyond the introductory chemistry laboratory. MATH 225 Linear Algebra, MATH 233 Calculus III, and MATH 235 Differential Equations are recommended, with preference given to MATH 225 Linear Algebra and MATH 235 Differential Equations.

Minor Requirements

A minimum of 28 semester credits (six courses) taken for a grade, including the following:

General Chemistry

- CHEM 110 General Chemistry I
- CHEM 120 General Chemistry II

Organic Chemistry

- CHEM 210 Organic Chemistry I
- CHEM 220 Organic Chemistry II
- Eight semester credits of chemistry courses at the 300 or 400 level in at least two different subdisciplines. Students may use a maximum of 4 semester credits from the CHEM 310 Physical Chemistry: Thermodynamics and Kinetics and CHEM 320 Physical Chemistry: Statistical Mechanics and Quantum Chemistry sequence and a maximum of 4 semester credits from the CHEM 330 Structural Biochemistry and CHEM 335 Metabolic Biochemistry sequence to meet minor requirements.

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.

Faculty

Barbara A. Balko. Associate professor of chemistry. Physical chemistry. Ph.D. 1991 University of California at Berkeley. A.B. 1984 Bryn Mawr College.

Anne K. Bentley. Associate professor of chemistry. General, inorganic, and materials chemistry; nanotechnology. Ph.D. 2005 University of Wisconsin at Madison. B.A. 1997 Oberlin College.

Julio C. de Paula. Professor of chemistry, chair of the Department of Chemistry. Physical chemistry, biophysical chemistry, nanotechnology. Ph.D. 1987 Yale University. B.A. 1982 Rutgers University.

Casey M. Jones. Assistant professor of chemistry. Organic chemistry, surface chemistry. Ph.D., M.A. 2010 Princeton University. B.A. 2005 Reed College.

Louis Y. Kuo. Professor of chemistry. Organometallic/bioorganic chemistry. Ph.D. 1989 Northwestern University. B.S. 1984 Harvey Mudd College.

Janis E. Lochner. Dr. Robert B. Pamplin Jr. Professor of Science. Biochemistry. Ph.D. 1981 Oregon Health Sciences University. B.S. 1976 Allegheny College.

Nikolaus M. Loening. Professor of chemistry. Physical chemistry, biophysical chemistry. Ph.D. 2001, M.Phil. 1998 University of Cambridge. B.S. 1997 Harvey Mudd College.

CHEM 100 Perspectives in Environmental Chemistry

Faculty: Balko, Bentley, Chemistry Faculty.

Content: General and organic chemistry concepts developed for a more thorough understanding of chemically related environmental issues such as meeting energy needs (including through nuclear energy), atmospheric pollution (the greenhouse effect, stratospheric ozone depletion, photochemical smog, acid rain), toxicology, and plastics. Lecture, laboratory. Prerequisites: QR 101 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 4.

CHEM 105 Perspectives in Nutrition

Faculty: Lochner, Chemistry Faculty.

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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

CHEM 110 General Chemistry I

Faculty: Balko, Bentley, de Paula, Jones, Kuo, Loening, Chemistry Faculty.

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. Prerequisites: QR 101 or equivalent. Previous high school chemistry not required.

Usually offered: Annually, fall semester.

Semester credits: 5.

CHEM 114 The Origins of Life in the Universe

Faculty: Clifton, Loening, Safran, Tufte.

Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life-forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with BIO 114, GEOL 114, and PHYS 114. Not applicable toward any major.

Prerequisites: QR 101 or equivalent.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CHEM 120 General Chemistry II

Faculty: Balko, Bentley, de Paula, Jones, Kuo, Loening, Chemistry Faculty.

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

Prerequisites: CHEM 110 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 5.

CHEM 210 Organic Chemistry I

Faculty: Jones, 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.

Prerequisites: CHEM 120.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 5.

CHEM 220 Organic Chemistry II

Faculty: Jones, 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.

Prerequisites: CHEM 210.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 5.

CHEM 244 Practicum / Internship

Faculty: Chemistry Faculty.

Content: Internship or practicum to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

CHEM 299 Independent Study

Faculty: Chemistry Faculty.

Content: Laboratory research or individual study topics arranged in consultation with a faculty supervisor. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

CHEM 305 Aquatic Chemistry

Faculty: 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.

Prerequisites: CHEM 210. CHEM 220 (may be taken concurrently; contact the registrar for assistance in registration) or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Every third year, fall semester.

Semester credits: 2.

CHEM 310 Physical Chemistry: Thermodynamics and Kinetics

Faculty: Balko, de Paula, Kuo, 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: CHEM 120. PHYS 142 or PHYS 152. MATH 132.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

CHEM 320 Physical Chemistry: Statistical Mechanics and Quantum Chemistry

Faculty: Balko, de Paula, Loening.

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

Prerequisites: CHEM 120. PHYS 142 or PHYS 152. MATH 132.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

CHEM 330 Structural Biochemistry

Faculty: Lochner, Loening.

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.

Prerequisites: CHEM 220.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

CHEM 335 Metabolic Biochemistry

Faculty: Lochner.

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.

Prerequisites: CHEM 220.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

CHEM 336 Biochemistry Laboratory

Faculty: Lochner, Loening.

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.

Prerequisites: CHEM 330 and CHEM 335 (CHEM 335 may be taken concurrently; contact the registrar for assistance with registration).

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 2.

CHEM 355 Experimental Methods in the Physical Sciences

Faculty: Loening, Tufte, Chemistry Faculty.

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 PHYS 201.

Credit may not be earned for both CHEM 355 and PHYS 201.

Prerequisites: CHEM 120. PHYS 141 or PHYS 151; or consent of instructor.

Corequisites: CHEM 220. PHYS 142 or PHYS 152; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CHEM 365 Physical Chemistry Laboratory

Faculty: 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.

Prerequisites: CHEM 310 or CHEM 320 (may be taken concurrently).

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 2.

CHEM 366 Inorganic Chemistry Laboratory

Faculty: 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.

Prerequisites: CHEM 220.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 3.

CHEM 405 Chemistry Seminar

Faculty: Chemistry Faculty.

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.

Prerequisites: None.

Restrictions: Senior standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

CHEM 415 Nanomaterials Chemistry

Faculty: Bentley.

Content: Chemical preparation and characterization of materials featuring at least one physical dimension constrained to 100 nm or less. Emphasis on applications chosen from energy, medicine, catalysis, and information storage. Emerging public understanding of nanotechnology and research into environmental health and safety impacts.

Prerequisites: CHEM 210. CHEM 220 (may be taken concurrently—see registrar for assistance with registration).

Restrictions: Sophomore standing required.

Usually offered: Every third year, spring semester.

Semester credits: 2.

CHEM 420 Advanced Inorganic Chemistry

Faculty: Bentley.

Content: Modern concepts of inorganic and transition-metal chemistry with emphasis on bonding, structure, thermodynamics, kinetics and mechanisms, and 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.

Prerequisites: CHEM 320 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

CHEM 421 Neurochemistry

Faculty: Lochner.

Content: Neurochemistry of synaptic transmission and an introduction to chemical approaches used to unravel the mechanistic basis of neuronal communication. Neurotransmitters, neuromodulatory proteins, and the mechanistic workings of ion channels and neuroreceptors. Neuronal processing of sensory information and intracellular signal transduction pathways. Neurochemical mechanisms that underlie memory, learning, and behavior. Behavioral sequelae that result from neurochemical abnormalities.

Prerequisites: CHEM 330 (may be taken concurrently—see registrar for assistance with registration).

Restrictions: Sophomore standing required.

Usually offered: Every third year, fall semester.

Semester credits: 2.

CHEM 443 Medicinal Organic Chemistry

Faculty: 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.

Prerequisites: CHEM 220.

Restrictions: Sophomore standing required.

Usually offered: Every third year.

Semester credits: 2.

CHEM 462 Advanced Organic Synthesis

Faculty: Jones.

Content: Chemical synthesis using the systematic "synthon" approach to design retrosynthetic pathways for complex molecules. Approaches for advanced stereochemical control. Successful synthesis routes in the primary literature examined and the experimental section of these articles interpreted to successfully bridge the gap from journal to bench.

Prerequisites: CHEM 220.

Restrictions: Sophomore standing required.

Usually offered: Every third year, spring semester.

Semester credits: 2.

CHEM 464 Biomolecular NMR Spectroscopy

Faculty: Loening.

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

Prerequisites: CHEM 220. CHEM 320 and/or CHEM 330 are recommended.

Restrictions: Sophomore standing required.

Usually offered: Every third year, fall and spring semester.

Semester credits: 2.

CHEM 480 Senior Research

Faculty: Chemistry Faculty.

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. Taken for 4 semester credits each semester of the senior year.

Prerequisites: None.

Restrictions: Senior standing and consent of instructor required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

CHEM 490 Chemistry Honors Research

Faculty: Chemistry Faculty.

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. Taken for 4 semester credits each semester of the senior year.

Prerequisites: None.

Restrictions: By invitation. Senior standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

CHEM 499 Independent Research

Faculty: Chemistry Faculty.

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

Prerequisites: Research experience.

Restrictions: Junior standing, consent of department chair, and consent of supervising faculty member required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Classics

Chair: Gordon Kelly

Administrative Coordinator: Claire Kodachi

Classics 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 intellectual disciplines that form the liberal arts. The Classics 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 Classics Program exposes students to many of the great works of these cultures. Serious engagement with these works can be forever enriching.

The Major Program

The major is inherently interdisciplinary. The courses required for the major include classics courses and an appropriate balance of disciplinary perspective within the major and courses in a minimum of three of the traditional academic disciplines, including Greek or Latin language through 202. A student may choose specific courses of interest within Greco-Roman studies, but the major grows from the foundational courses CLAS 201 Introduction to Ancient Greek Thought and Culture or CLAS 202 Introduction to Ancient Roman Thought and Culture and culminates in CLAS 450 Topics in Classical

Studies. For Latin and Greek course listings, see Foreign Languages and Literatures. (p. 94)

Major Requirements

A minimum of 44 semester credits (11 courses), distributed in either of the two following ways:

Classical Civilizations Concentration

- CLAS 201 or CLAS 202
- Four courses in one of the classical languages (Greek or Latin) through the 202 level.
- Two additional 100- or 200-level courses from the Classics Program and affiliated programs elective list below.
- Three 300- or 400-level courses from the list below.
- One additional 450-level seminar course chosen from the following:
 - CLAS 450 Topics in Classical Studies
 - PHIL 451 Philosophical Studies: History of Philosophy
 - PHIL 453 Philosophical Studies: Advanced Themes in Philosophy
 - If topic covers Classical Studies material
 - RELS 450 Seminar: Social and Religious World of Early Judaism and Christianity

Ancient Language Concentration

- CLAS 201 or CLAS 202
- Twenty-eight credits (7 courses) in classical languages (Greek and Latin). Four courses through the 202 level must be taken in one language and three courses through the 201 level must be taken in the other.
- Eight credits (2 courses) at the 300 or 400 level chosen from the electives list below.
- One additional 450-level seminar course chosen from the following:
 - CLAS 450 Topics in Classical Studies
 - PHIL 451 Philosophical Studies: History of Philosophy
 - PHIL 453 Philosophical Studies: Advanced Themes in Philosophy
 - If topic covers Classical Studies material
 - RELS 450 Seminar: Social and Religious World of Early Judaism and Christianity

Minor Requirements

A minimum of 28 semester credits (7 courses), distributed as follows:

- CLAS 201 Introduction to Ancient Greek Thought and Culture or CLAS 202 Introduction to Ancient Roman Thought and Culture
- Twelve credits (3 courses) in one of the classical languages (Greek or Latin), through the 201 level.
- Eight semester credits (2 courses) from a minimum of two disciplines, selected from the electives list below.
- One additional 450-level seminar course chosen from the following:
 - CLAS 450 Topics in Classical Studies

- PHIL 451 Philosophical Studies: History of Philosophy
- PHIL 453 Philosophical Studies: Advanced Themes in Philosophy
 - If topic covers Classical Studies material
- RELS 450 Seminar: Social and Religious World of Early Judaism and Christianity

At least 16 semester credits must be discrete to the minor (may not be used in any other set of major or minor requirements).

Classics and Affiliated Program Electives

Art

- ART 101 History of Western Art: Ancient to Medieval

Classics

- CLAS 251 History of Byzantium
- CLAS 252 Art and Archaeology of the Aegean
- CLAS 253 Attic Tragedy
- CLAS 254 Ancient Greek Myth and Religion
- CLAS 255 Sports, Games and Spectacles in the Greco-Roman World
- CLAS 320 Greek and Roman Epic
- CLAS 324 Roman Women
- CLAS 450 Topics in Classical Studies

English

- ENG 279 Classical Backgrounds

Greek

- GRK 101 Classical Greek I
- GRK 102 Classical Greek II
- GRK 201 Readings in Hellenistic and Classical Greek
- GRK 202 Advanced Readings in Classical Greek
- GRK 301 Advanced Greek: Tragedy and Epic
- GRK 302 Advanced Greek: Poetry

History

- HIST 216 Ancient Greece
- HIST 219 Ancient Rome: From Republic to Empire

Latin

- LATN 101 Beginning Latin I
- LATN 102 Beginning Latin II
- LATN 201 Intermediate Latin I
- LATN 202 Advanced Readings in Latin

Philosophy

- PHIL 301 Ancient Western Philosophy
- PHIL 451 Philosophical Studies: History of Philosophy
- PHIL 453 Philosophical Studies: Advanced Themes in Philosophy

If topic covers Classical Studies material

Political Science

POLS 310 Pillars of Western Political Thought: Plato to Machiavelli

Religious Studies

RELS 224 Jewish Origins
 RELS 225 Christian Origins
 RELS 334 Lost Books of Early Judaism
 RELS 450 Seminar: Social and Religious World of Early Judaism and Christianity

Theatre

TH 281 Theatre and Society I: Classical and Medieval Drama

Faculty

Lyell Asher. Associate professor of English. Renaissance English literature, Shakespeare. Ph.D. 1990, M.A. 1984 University of Virginia. B.A. 1980 Vanderbilt University.

Eleonora Maria Beck. James W. Rogers Professor of Music. Medieval and Renaissance music history; contemporary American, popular, and women's music. Ph.D. 1993, M.Phil. 1991, M.A. 1989 Columbia University. B.A. 1983 Barnard College.

Kurt Fosso. Professor of English. British romantic literature, critical theory. Ph.D. 1993, M.A. 1988 University of California at Irvine. B.A. 1987 University of Washington.

Curtis N. Johnson. Dr. Robert B. Pamplin Jr. Professor of Government. Political theory, American government, classical studies, history of political thought. Ph.D. 1979, M.Phil. 1975 Columbia University. M.A. 1973 San Diego State University. A.B. 1970 University of California at Berkeley.

Gordon Kelly. Associate professor with term of humanities, director of the Classics Program. Latin and Greek language and literature, Roman and Greek history. Ph.D. 1999, M.A. 1993 Bryn Mawr College, B.A. 1991 Rutgers University, B.A. 1985 Villanova University.

Robert A. Kugler. Paul S. Wright Professor of Christian Studies. Judeo-Christian origins, Dead Sea Scrolls, early Jewish literature. Ph.D. 1994 University of Notre Dame. M.Div. 1984 Pacific Lutheran Theological Seminary. B.A. 1979 Lewis & Clark College.

G. Mitchell Reyes. Associate professor of rhetoric and media studies. Rhetoric, public memory, public discourse, rhetoric of science. Ph.D. 2004, M.A. 2000 Pennsylvania State University. B.S. 1997 Willamette University.

Štěpán Šimek. Professor of theatre. Acting, directing, classical theatre and drama, European drama, contemporary East European theatre, translation. M.F.A. 1995 University of Washington. B.A. 1991 San Francisco State University.

Nicholas D. Smith. James F. Miller Professor of Humanities, chair of the Department of Philosophy. Ancient Greek philosophy and literature, epistemology, philosophy of religion, ethics. Ph.D. 1975 Stanford University. B.A. 1971 University of Rochester.

Stephen Weeks. Associate professor of theatre, chair of the Department of Theatre. Playwriting, modern drama, directing, acting, British drama, dramaturgy. Ph.D. 1988 Stanford University. M.A.T. 1972 Brown University. A.B. 1971 Middlebury College.

Benjamin W. Westervelt. Associate professor of history. Medieval and early modern European history. Ph.D. 1993 Harvard University. M.T.S. 1985 Harvard Divinity School. B.A. 1982 Brandeis University.

CLAS 201 Introduction to Ancient Greek Thought and Culture

Faculty: N. Smith.

Content: Introduction to ancient Greek archaeology, architecture, art, history, literature, philosophy, and religion. Special emphasis on the core values of ancient Greek culture, and how these compare or contrast to our own.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 202 Introduction to Ancient Roman Thought and Culture

Faculty: Kelly.

Content: Introduction to ancient Roman thought and culture as reflected in archaeology, architecture, art, history, literature, philosophy, and religion. Special emphasis on the core values of ancient Roman culture, and how these compare or contrast to our own.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 251 History of Byzantium

Faculty: Classical Studies Faculty.

Content: The transformation of the eastern Roman Empire into a Greek Orthodox medieval empire and the creation of a separate identity for the Byzantine state and society. Topics include the organization of the Byzantine state; the development and defining features of Byzantine civilization; relations between Byzantium and the Latin West, the Slavic world, and Islam; the pivotal and unique role of Byzantium; and the factors that led to the decline of the empire and the eventual fall of Constantinople.

Taught on the Greek overseas program.

Prerequisites: None.

Restrictions: Acceptance into the overseas program in Greece.

Usually offered: Alternate Years.

Semester credits: 4.

CLAS 252 Art and Archaeology of the Aegean

Faculty: Classical Studies Faculty.

Content: Survey of the art and archaeology of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek. Introduction to primary sources. Visits to sites, monuments, and museums are complemented by classroom lectures and readings that provide historical context. Taught on the Greece overseas program.

Prerequisites: None.

Restrictions: Acceptance into the Greece overseas program.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 253 Attic Tragedy

Faculty: Classical Studies Faculty.

Content: Ancient Athenian tragedy as represented by the extant plays of Aeschylus, Sophocles, and Euripides, studied in its social, political, topographical, and religious/philosophical context. Participants visit the precinct of Dionysos, on the south slope of the Acropolis, and other ancient theaters. Students will be expected to perform selections. Taught on Greece overseas program.

Prerequisites: None.

Restrictions: Acceptance into the Greece overseas program.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 254 Ancient Greek Myth and Religion

Faculty: Kugler.

Content: Survey of ancient Greek myth and religion. Using a wide range of literary and visual sources from the archaeological record, examines the function and uses of myth; its relationship to religion, daily life, history, and cultural norms; religious ritual and function; the particularity of myth to a given locale; and the interpretation of myth and its methodologies. Required for students scheduled to participate in the Greece overseas program. Additional seats available for non-program participants by instructor consent.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CLAS 255 Sports, Games and Spectacles in the Greco-Roman World

Faculty: Karavas.

Content: An exploration of the emergence and development of both athletic competitions and sports-based games and spectacles from the Bronze age through to the period of late antiquity, with a focus on two separate thematic entities: Ancient Greek Athletics and an in-depth investigation of Roman public spectacles and gladiatorial games. Drawing on a variety of disciplines and available sources, this course will primarily seek to examine the main purpose and function of these games and spectacles within the wider social, political, religious, cultural, and intellectual context of the times, as well as their overall significance in the daily lives of the ancients. We will also explore, by looking at re-creations and experiments that have been conducted—as well as conducting many of our own—how archaeologists and historians analyze primary sources to determine their veracity and reliability, as well as how ancient sports and spectacles have been represented in contemporary popular culture. Course includes a substantial on-site teaching component, with field trips to archaeological sites and museums of athletic significance (Olympia, Isthmia, Nemea, Delphi, and Messene)

Prerequisites: None.

Restrictions: Admission to the Greece Program.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 320 Greek and Roman Epic

Faculty: Kelly.

Content: In this course, we will examine six epic poems (in translation) from Classical antiquity: Homer's "Iliad" and "Odyssey," Apollonius' "Argonautica," Virgil's "Aeneid," Lucan's "Civil War," and Statius' "Thebaid." In studying these texts, we will focus on the traditional themes of the epic genre, including the nature of heroism, the relationship between mortals and gods, issues of peace and war, and the conflict of individual and communal goals. We will also see how ancient authors adapted epic conventions to suit their own artistic goals. Additionally, how these epics reflected the values and history of contemporary Greco-Roman civilization will be explored. Since these works were formative in the Western literary tradition, we'll also look at their influence in antiquity and beyond.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 324 Roman Women

Faculty: Kelly.

Content: The lives of women in Roman culture and society from the Early Republic into late antiquity: education, religion, marriage, divorce, family life, reproductive issues, and social status with an emphasis on actual ancient sources such as funeral epitaphs, medical texts, inscriptions, archaeological evidence, letters, historical writings, and poetry.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

CLAS 450 Topics in Classical Studies

Content: Serious scholarly study of some specific topic or area within classical studies. Topics may include 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. May be taken twice for credit with change of topic.

Prerequisites: CLAS 200 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 4.

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 (p. 139).

Core

Director of the First-Year Course: Maureen Healy

Administrative Coordinator: Dawn Wilson

Lewis & Clark's innovative first-year course, Exploration and Discovery, establishes a common foundation in the liberal arts. Over two semesters, students engage works from throughout the liberal arts that call upon their critical abilities as readers, thinkers, and writers. Students develop these abilities through guided practice, constructive feedback from faculty and peers, and opportunities for revision. In the spring semester, students also develop their skills in the fundamentals of research and build their information literacy. In addition, Exploration and Discovery is 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.

Courses**CORE 106 Exploration and Discovery I**

Faculty: Core Faculty.

Content: Explores enduring works, questions, and ideas in the liberal arts tradition. The common works in the fall semester change every year. Past fall sections have included selections from the Bible as well as works by Plato, Virgil, and Freud. Themes and topics vary by section.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

CORE 107 Exploration and Discovery II

Faculty: Core Faculty.

Content: Multidisciplinary approaches to studying a diverse world of ideas, methods, and perspectives. Theme and content vary by section, but all seminars display historical and disciplinary breadth and focus upon topics in the liberal arts tradition. Past spring section themes have included the Art of War, Am I My Brother's Keeper?, and Understanding How We Understand the Mayans.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

East Asian Studies

Director: Jennifer Hubbert

Administrative Assistant: Alison Walcott

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 ART 151 History of Early East Asian Art, ART 154 History of Buddhist Art, HIST 110 Early East Asian History, RELS 242 Religions and Cultures of East Asia, SOAN 110 Introduction to Cultural Anthropology (with an East Asian focus), SOAN 282 Pacific Rim Cities, or SOAN 270 Cultural Politics of Youth in East Asia, as well as one semester of Chinese or Japanese language study. Students should declare the major by the end of the sophomore year, at which time, in consultation with their advisors, they must also choose their primary area of concentration.

The major requires four semesters of Chinese or Japanese language, or the equivalent. The major also requires a minimum of one semester on an approved overseas study program in East Asia. Students should work with their advisors 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 core of the East Asian Studies curriculum consists of a humanities foundation course, a social sciences foundation course, a methodology course, EAS 400 Senior Thesis in East Asian Studies, and either CHIN 202

Intermediate Chinese II or JAPN 202 Intermediate Japanese II, or the equivalent.

Concentration in Fine Arts, Literature, and Languages

Art

ART 151	History of Early East Asian Art
ART 154	History of Buddhist Art
ART 257	Art of Late Imperial & Republican China
ART 355	Art and Empire
ART 401	Art After 1945 (when focus is on East Asia)
ART 451	Special Topics in Art History (when focus is on East Asia)

Chinese

CHIN 230	Introduction to Chinese Literature in Translation
CHIN 290	Topics in Chinese Literature in Translation
CHIN 310	Readings and Composition in Chinese
CHIN 410	Advanced Readings in Chinese: Society and Culture

East Asian Studies

EAS 156	The Art of Tea in Japanese Culture I
EAS 256	The Art of Tea in Japanese Culture II

Japanese

JAPN 230	Introduction to Japanese Literature in Translation
JAPN 290	Topics in Japanese Literature in Translation
JAPN 310	Readings and Composition in Japanese
JAPN 410	Advanced Readings in Japanese: Society and Culture
JAPN 420	Advanced Readings in Japanese: Fiction and Nonfiction

Music

MUS 105	Introduction to World Music (when focus is on East Asia)
MUS 106	Workshops in World Music (when focus is on East Asia)
MUS 307	Seminar in Music (when focus is on East Asia)

Concentration in Social Sciences

East Asian Studies

EAS 251	Contemporary Korean Culture
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Economics

ECON 232	Economic Development
ECON 255	Technology, Institutions, and Economic Growth
ECON 314	International Economics

International Affairs

IA 232	Southeast Asian Politics
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Sociology/Anthropology

SOAN 110	Introduction to Cultural Anthropology (when focus is on East Asia)
SOAN 270	Cultural Politics of Youth in East Asia
SOAN 274	Chinese Culture Through Film
SOAN 282	Pacific Rim Cities
SOAN 288	China in the News: Socio-Anthropological and Historical Perspective on Modern China
SOAN 321	Theory Through Ethnography
SOAN 353	Popular Culture/Public Protest: China

Concentration in Religion and History

History

HIST 110	Early East Asian History
HIST 111	Chinese Empire and the Making of Modern China
HIST 112	Making Modern Japan
HIST 209	Japan at War
HIST 211	Reform, Rebellion, and Revolution in Modern China
HIST 213	Personal Narratives in Chinese History
HIST 288	China in the News: Socio-Anthropological and Historical Perspective on Modern China
HIST 310	China in the World
HIST 311	History of Family, Gender, and Sexuality in China
HIST 313	Religion, Society, and the State in Japanese History
HIST 316	Popular Culture and Everyday Life in Japanese History
HIST 400	Reading Colloquium (when focus is on East Asia)

Religious Studies

RELS 242	Religions and Cultures of East Asia
RELS 243	Buddhism: Theory, Culture, and Practice
RELS 246	Religions of Japan
RELS 356	Women in Buddhism
RELS 357	Family, Gender, and Religion: Ethnographic Approaches
RELS 452	Seminar in Asian Religions

Major Requirements

A minimum of 40 semester credits, distributed as follows:

- One humanities foundation course, chosen from the following:

ART 151	History of Early East Asian Art
ART 154	History of Buddhist Art
HIST 110	Early East Asian History
RELS 242	Religions and Cultures of East Asia

Or a course, taken at Lewis & Clark or abroad, approved by the program chair.

- One social sciences foundation course, chosen from the following:
 - SOAN 110 Introduction to Cultural Anthropology (when focus is on East Asia)
 - SOAN 270 Cultural Politics of Youth in East Asia
 - SOAN 282 Pacific Rim Cities
 Or a course, taken at Lewis & Clark or abroad, approved by the program chair.
- Six courses (24 semester credits) on East Asia to be distributed as follows: at least three courses (or 12 semester credits) from the student's designated area of concentration, and at least two courses (or 8 semester credits) outside the concentration. At least two of the six courses must be at the 300 or 400 level, and at least one of these must be in the designated area of concentration.
- One methodology course within the student's designated area of concentration, selected from the following list, to be taken prior to enrolling in EAS 400 and in addition to the three courses required within the concentration:

Fine arts, literature, and languages concentration

- CHIN 231 Introduction to Chinese Literature in Translation
- CHIN 291 Topics in Chinese Literature in Translation
- CHIN 410 Advanced Readings in Chinese: Society and Culture
- JAPN 231 Introduction to Japanese Literature in Translation
- JAPN 291 Topics in Japanese Literature in Translation

Social sciences concentration

- ECON 232 Economic Development
- RHMS 260 Empirical Research Methods
- RELS 357 Family, Gender, and Religion: Ethnographic Approaches
- SOAN 200 Qualitative Research Methods (This course is particularly recommended.)

Religion and history concentration

- HIST 300 Historical Materials
- At least one semester overseas on an approved program in East Asia. (See the Office of Overseas and Off-Campus Programs (http://lclark.edu/college/programs/overseas_and_off-campus) 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.
- EAS 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:

- One humanities foundation course, chosen from the following:
 - ART 151 History of Early East Asian Art
 - ART 154 History of Buddhist Art
 - HIST 110 Early East Asian History
 - RELS 242 Religions and Cultures of East Asia
 Or a course, taken at Lewis & Clark or abroad, approved by the program chair.
- One social sciences foundation course, chosen from the following:
 - SOAN 110 Introduction to Cultural Anthropology (when focus is on East Asia)
 - SOAN 270 Cultural Politics of Youth in East Asia
 - SOAN 282 Pacific Rim Cities
 Or a course, taken at Lewis & Clark or abroad, approved by the program chair.
- Three courses (or 12 semester credits) focusing on East Asia, at least one of which must be at the 300 or 400 level. One of these may be an East Asian language class.

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).

Forthcoming Overseas Study Programs

For details, see Foreign Languages and Literatures (p. 98) and Overseas and Off-Campus Programs (p. 162).

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.

Faculty

Andrew Bernstein. Associate professor of history. Japanese history. Ph.D. 1999, M.Phil. 1996, M.A. 1994 Columbia University. B.A. 1990 Amherst College.

Maryann Bylander. Assistant professor of sociology. Development and globalization, migration, rural livelihoods, microfinance/credit, environment, gender, qualitative and quantitative research methods. Ph.D. 2012, M.A. 2006 University of Texas at Austin. B.A. 2003 Rice University.

Keith Dede. Associate professor of Chinese. Chinese language and linguistics. Ph.D. 1999, M.A. 1993, B.A. 1988 University of Washington.

Susan L. Glosser. Associate professor of history. Chinese history. Ph.D. 1995 University of California at Berkeley. M.A. 1985, B.A. 1983 State University of New York at Binghamton.

Martin Hart-Landsberg. Professor of economics. Political economy, economic development, international economics. Ph.D. 1974, M.A. 1973 University of Wisconsin at Milwaukee. B.A. 1969 University of California at Santa Cruz.

Jennifer Hubbert. Associate professor of anthropology, director of East Asian Studies Program. Chinese public culture, anthropology of the state, politics of popular culture and public protest. Ph.D. 1999, M.A. 1994 Cornell University. M.A. 1987, B.A. 1986 Stanford University.

Atsuko Kurogi. Instructor in Japanese. Japanese. Ed.D. 1998, M.A. 1990 Portland State University. B.A. 1982 Notre Dame Seishi University.

Meiru Liu. Instructor in Chinese. Chinese language. Ph.D. 1996, M.A. 1991 Portland State University. M.A. 1987 Beijing Foreign Studies University. B.A. 1980 Tianjin Normal University.

Dawn Odell. Associate professor of art history, chair of the Department of Art. Early modern East Asian and European art history. Ph.D. 2003 University of Chicago. M.A. 1992 Harvard University. B.A. 1986 Carleton College.

Jessica D. Starling. Assistant professor of religious studies. East Asian religions, Buddhism. Ph.D. 2012, M.A. 2006 University of Virginia. B.A. 2000 Guilford College.

Bruce Suttmeier. Associate professor of Japanese. Japanese language, contemporary Japanese literature. Ph.D. 2002, A.M. 1994 Stanford University. B.S. 1991 University of Rochester.

Beth Szczepanski. Visiting assistant professor of music, director of world music. Ethnomusicology. Ph.D. 2008, M.A. 2004 The Ohio State University. B.A. 1999 University of Oklahoma.

EAS 156 The Art of Tea in Japanese Culture I

Faculty: Waldmann.

Content: 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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 2.

EAS 244 Practicum

Faculty: East Asian Studies Faculty.

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. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing required. Student must be well prepared prior to enrollment and consult the supervising faculty about the project in advance.

Usually offered: Annually.

Semester credits: 1-4.

EAS 251 Contemporary Korean Culture

Faculty: EAS Faculty.

Content: Course examines the historical development of contemporary social and cultural life in South Korea. Topics include popular culture, language, material culture, regional relations, religion, and colonialism.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

EAS 256 The Art of Tea in Japanese Culture II

Faculty: East Asian Studies Faculty.

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.

Prerequisites: EAS 156 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

EAS 299 Independent Study

Faculty: East Asian Studies Faculty.

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

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually.

Semester credits: 1-4.

EAS 400 Senior Thesis in East Asian Studies

Faculty: East Asian Studies Faculty.

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. Social sciences foundation course. Two courses in student's proposed concentration, including a methodology course. Two years of Chinese or Japanese.

Restrictions: Senior standing or consent of convener required.

Usually offered: Annually, spring semester.

Semester credits: 4.

EAS 444 East Asian Studies Practicum

Faculty: East Asian Studies Faculty.

Content: Same as EAS 244, but requiring more advanced work, as approved by supervising faculty. May be repeated for credit.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall semester.

Semester credits: 1-4.

EAS 499 Independent Study

Faculty: East Asian Studies Faculty.

Content: Same as EAS 299, but requiring more advanced work. May be repeated for credit.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually.

Semester credits: 4.

Economics

Chair: Clifford Bekar

Administrative Assistant: Katie Sholian

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 three specialty areas, described below.

Resources for Nonmajors

ECON 100 Principles of Economics 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.

ECON 103 Statistics 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.

ECON 210 Financial Analysis 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 ECON 100 as a prerequisite. Courses designed for exploring more general interests include the following:

ECON 215	Game Theory
ECON 220	The Financial System and the Economy
ECON 232	Economic Development
ECON 235	Labor Economics
ECON 250	Radical Political Economics
ECON 255	Technology, Institutions, and Economic Growth
ECON 256	The Industrial Revolution
ECON 260	Environmental and Natural Resource Economics

The Major Program

The core curriculum begins with the introductory ECON 100 Principles of Economics. Students are then encouraged to explore either the lower-division (200-level) electives or the other required 100- and 200-level core courses (statistics, intermediate microeconomics, and intermediate macroeconomics). 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, public policy, or theory. The capstone experience for the economics major is the senior seminar.

Major Requirements

A minimum of 44 semester credits, distributed as follows:

- ECON 100 Principles of Economics
- ECON 103 Statistics
- ECON 291 Intermediate Macroeconomic Theory
- ECON 292 Intermediate Microeconomic Theory
- ECON 303 Econometrics
- ECON 433 Senior Seminar
- 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.
- MATH 131 Calculus I

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, public policy, or theory. Students choosing general economics must select all 20 of their elective credits from courses offered within the Department of Economics. To qualify for a concentration, students 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 department.

General

All 20 elective credits from within the economics department.

International

At least 16 of 20 elective credits from the following:

Economics

- ECON 232 Economic Development
- ECON 255 Technology, Institutions, and Economic Growth
- ECON 256 The Industrial Revolution
- ECON 314 International Economics

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

International Affairs

- IA 318 Multinational Corporations
- IA 340 International Political Economy

Sociology/Anthropology

- SOAN 350 Global Inequality

Public Policy

At least 16 of 20 elective credits from the following:

Economics

- ECON 215 Game Theory

- ECON 220 The Financial System and the Economy
- ECON 235 Labor Economics
- ECON 244 Practicum
- ECON 250 Radical Political Economics
- ECON 260 Environmental and Natural Resource Economics
- ECON 265 Pacific Northwest Policy Issues
- ECON 320 Modern Money, Banking, and the Macroeconomy
- ECON 332 Urban Economics
- ECON 360 Advanced Environmental and Natural Resource Economics
- ECON 365 Public Economics
- ECON 444 Practicum

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

Rhetoric and Media Studies

- RHMS 360 Digital Media and Society

Political Science

- POLS 275 Gender and Politics
- POLS 307 Government and the Economy

Theory

At least 16 of 20 elective credits from the following:

Economics

- ECON 215 Game Theory
- ECON 250 Radical Political Economics
- ECON 434 Mathematical Economics
- ECON 491 Advanced Macroeconomics
- ECON 492 Advanced Microeconomics

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

Mathematics

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

Philosophy

- PHIL 315 Philosophy of Science

Minor Requirements

A minimum of 24 semester credits distributed as follows:

- ECON 100 Principles of Economics
- ECON 103 Statistics
- ECON 291 Intermediate Macroeconomic Theory
- ECON 292 Intermediate Microeconomic Theory
- Eight semester credits, at least 4 of which must be at the 300 level or above, selected from the following:
 - ECON 215 Game Theory
 - ECON 220 The Financial System and the Economy
 - ECON 232 Economic Development
 - ECON 235 Labor Economics

ECON 250	Radical Political Economics
ECON 255	Technology, Institutions, and Economic Growth
ECON 256	The Industrial Revolution
ECON 260	Environmental and Natural Resource Economics
ECON 265	Pacific Northwest Policy Issues
ECON 303	Econometrics
ECON 314	International Economics
ECON 320	Modern Money, Banking, and the Macroeconomy
ECON 332	Urban Economics
ECON 360	Advanced Environmental and Natural Resource Economics
ECON 365	Public Economics
ECON 434	Mathematical Economics
ECON 491	Advanced Macroeconomics
ECON 492	Advanced Microeconomics

Students seeking an economics minor must take three courses (at least 12 semester credits) that are exclusive 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:

- Complete one of the following with a grade of A:
 - ECON 434 Mathematical Economics
 - ECON 491 Advanced Macroeconomics
 - ECON 492 Advanced Microeconomics
- Attain a GPA of 3.500 or higher in all economics courses completed.
- Complete ECON 433 with a grade of A.

Faculty

Cliff T. Bekar. Associate professor of economics. Economic history, industrial organization, game theory. Ph.D. 2000, M.A. 1992, B.A. 1990 Simon Fraser University.

Moriah Bellenger Bostian. Assistant professor of economics. Environmental and resource economics, econometrics. Ph.D. 2010 Oregon State University. M.S. 2005 Auburn University. B.S. 2003 Florida State University.

James H. Grant. Associate professor of economics, chair of the Department of Economics. Microeconomics, econometrics, labor economics, mathematical economics. Ph.D. 1979, M.A. 1977 Michigan State University. B.S. 1974 Grand Valley State College.

Martin Hart-Landsberg. Professor of economics. Political economy, economic development, international economics. Ph.D. 1974, M.A. 1973 University of Wisconsin at Milwaukee. B.A. 1969 University of California at Santa Cruz.

Zhaochen He. Visiting instructor in economics. B.A. 2008 University of Chicago.

Arthur O'Sullivan. Dr. Robert B. Pamplin Jr. Professor of Economics. Urban economics, regional economics, microeconomic theory. Ph.D. 1981 Princeton University. B.S. 1975 University of Oregon.

Éric Tymoigne. Associate professor of economics. Macroeconomics, money and banking, monetary theory. Ph.D. 2006 University of Missouri at Kansas City. M.A. 2000 Université Paris-Dauphine. B.A. 1999 Université de Bretagne Occidentale à Brest.

ECON 100 Principles of Economics

Faculty: Bekar, Bostian, Grant, Hart-Landsberg, O'Sullivan, Tymoigne.

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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ECON 103 Statistics

Faculty: Grant.

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.

Prerequisites: QR 101 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ECON 210 Financial Analysis

Faculty: Economics Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

ECON 215 Game Theory

Faculty: 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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ECON 220 The Financial System and the Economy

Faculty: Tymoigne.

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; financial crises. Keynesian, post-Keynesian, and monetarist theories and their policy implications.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

ECON 232 Economic Development

Faculty: 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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

ECON 235 Labor Economics

Faculty: Grant.

Content: The operation and political economy of labor markets: current labor issues, employment and unemployment, supply of and demand for labor, employment wages and earnings under various market structures, discrimination, labor mobility, the role of trade unions, the nature of work.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ECON 244 Practicum

Faculty: Economics Faculty.

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. Credit-no credit. May be repeated for credit.

Prerequisites: ECON 100 or ECON 210.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ECON 250 Radical Political Economics

Faculty: Hart-Landsberg.

Content: Critical connections among different economic structures and dynamics on the 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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

ECON 255 Technology, Institutions, and Economic Growth

Faculty: 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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, spring semester.

Semester credits: 4.

ECON 256 The Industrial Revolution

Faculty: 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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, spring semester.

Semester credits: 4.

ECON 260 Environmental and Natural Resource Economics

Faculty: Bostian.

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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

ECON 265 Pacific Northwest Policy Issues

Faculty: 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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, spring semester.

Semester credits: 4.

ECON 291 Intermediate Macroeconomic Theory

Faculty: Tymoigne.

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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ECON 292 Intermediate Microeconomic Theory

Faculty: Bostian, 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.

Prerequisites: ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ECON 299 Independent Study

Faculty: Economics Faculty.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ECON 303 Econometrics

Faculty: Bostian, Grant.

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

Prerequisites: ECON 103. ECON 291 or ECON 292. MATH 131.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ECON 314 International Economics

Faculty: 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.

Prerequisites: ECON 291 or ECON 292.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ECON 320 Modern Money, Banking, and the Macroeconomy

Faculty: Tymoigne.

Content: Theoretical and practical problems of the financial world and their impacts on economic activity and macroeconomic policies. Monetary sovereignty, government finance, central bank operations, financial regulation, financial crises, macroeconomic accounting rules, and their implications.

Prerequisites: ECON 291.

Corequisites: ECON 220 (recommended, not required).

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ECON 323 Accounting for Financial and Managerial Decisions

Faculty: Economics Faculty.

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.

Prerequisites: ECON 210.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ECON 332 Urban Economics

Faculty: 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.

Prerequisites: ECON 292.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

ECON 360 Advanced Environmental and Natural Resource Economics

Faculty: Bostian.

Content: Application of intermediate microeconomic theory to contemporary environmental and natural-resource problems such as air and water pollution, climate change, land use, and biodiversity. Use of utility maximization to derive the demand for environmental goods, revealed preferences to value changes in environmental quality, and discounting theory to determine optimal resource use over time. Focus on the theory of environmental and natural-resource policies, such as pollution standards and fees, permit markets, and land use regulations, as well as their implementation in practice.

Prerequisites: ECON 292.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ECON 365 Public Economics

Faculty: Economics Faculty.

Content: The role of government in a primarily market economy. Micro-economic 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.

Prerequisites: ECON 292.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

ECON 433 Senior Seminar

Faculty: Bekar, Bostian, Grant, Hart-Landsberg, O'Sullivan, Tygmoine.

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: ECON 103. ECON 291. ECON 292. ECON 303.

Usually offered: Annually, fall semester.

Semester credits: 4.

ECON 434 Mathematical Economics

Faculty: 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: ECON 103. ECON 291 or ECON 292. MATH 131.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ECON 444 Practicum

Faculty: Economics Faculty.

Content: Same as ECON 244 but requiring more advanced work. Credit-no credit. May be repeated for credit.

Prerequisites: ECON 103, ECON 291, ECON 292.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ECON 491 Advanced Macroeconomics

Faculty: Tymoigne.

Content: Topics beyond intermediate macroeconomics including alternate theories of consumption and investment, macroeconomic forecasting, the role of expectations, problems with macro measurements. Prerequisites: ECON 291.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ECON 492 Advanced Microeconomics

Faculty: Bekar, Hart-Landsberg, O'Sullivan.

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

Prerequisites: ECON 292.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ECON 499 Independent Study

Faculty: Economics Faculty.

Content: Same as ECON 299 but requiring more advanced work. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Education

Coordinator: Kimberly Campbell, Chair, Teacher Education

Lewis & Clark offers several courses for undergraduates who wish to explore the field of education. Students who are interested in becoming educators are encouraged to take ED 205 Education in a Complex World and ED 446 Inquiry Into Teaching and Learning. Both courses are taught by faculty members in the Lewis & Clark Graduate

School of Education and Counseling and may incorporate off-campus experiences in elementary, middle, and/or high school classrooms in Portland Public Schools. These courses also provide a strong introduction to educational theory and practice that are necessary for further study in this field.

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 might take courses from many disciplines, including mathematics and science. In either case, students are encouraged to meet with faculty members from the graduate school as early as possible in the student's undergraduate experience to learn more about teaching and to discuss course choices. Contact the Teacher Education Department (http://graduate.lclark.edu/departments/teacher_education) at the graduate school to be directed to the appropriate faculty member.

Lewis & Clark's Career Development Center (p. 228) provides many opportunities for students planning to continue in this field, such as volunteer work with community-based educational organizations. Students are also encouraged to attend events sponsored by the Lewis & Clark Graduate School of Education and Counseling (<http://lclark.edu/graduate>), which oversees the College of Arts and Sciences education offerings. The undergraduate school has no major or minor in education. However, the graduate school has excellent teacher education programs and historically has admitted a high proportion of the College of Arts and Sciences applicants. First-year students and sophomores are invited to pursue early admission into a graduate Master of Arts in Teaching degree program via the Teacher Pathways program (https://college.lclark.edu/academics/pre_professional/education/teacher_pathways).

Faculty

Alejandra Favela. Associate professor of education. Bilingual education and reform, culturally and linguistically responsive pedagogy. Ph.D. 2004 Claremont Graduate University/San Diego State University. M.A. 1994 London School of Economics and Political Science. B.S. 1992 University of California at Berkeley.

ED 205 Education in a Complex World

Faculty: Education Faculty.

Content: Exploration of educational reforms, pedagogical methods, and the sociopolitical issues that shape schools. Collaborations with local schools deepen knowledge of educational approaches. Activities, readings, and assignments integrate theory with practice. Field work in Portland Public Schools advances understanding of the complexity and art of teaching.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ED 446 Inquiry Into Teaching and Learning

Faculty: Education Faculty.

Content: In-depth exploration and analysis of teaching strategies, curriculum, and learning. 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 projects employing practical

applications of theory and personal pedagogy. Students may engage in practicum experiences in local schools.

Weekly seminar meetings; written assignments based on readings and practicum activities.

Prerequisites: ED 205 or ED 201.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ED 450 Philosophy and Practice of Environmental/Ecological Education

Faculty: Education Faculty.

Content: Overview of current theories about the role of education in developing ecologically literate citizens. The origins of environmental education and consideration of "ecological" education. Focus on relationships between humans and the natural world, and among humans.

Cultural factors that may bear on the causes and solutions of environmental problems. Students complete a 15-hour practicum in a community or school setting in which environmental or place-based studies is a central part of the curriculum.

Prerequisites: ED 205.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

ED 455 Science Education in the Twenty-First Century: Why, What, Where, and for Whom?

Faculty: Finkel.

Content: Students will explore the role of science and scientific knowledge in a democratic society. Through readings, discussion, reflective writing, and experiences in the field, students will: identify factors that influence who chooses to study science in school and/or pursue a career in science and who does not, explore factors that influence who succeeds in science majors and careers, review a range of models for science teaching designed to meet the needs of a diverse population, and consider the role that an understanding of science plays in the maintenance of a democratic society.

Prerequisites: ED 205.

Restrictions: Sophomore standing.

Usually offered: Annually, spring semester.

Semester credits: 4.

Engineering

Coordinator: Stephen Tufte

See also *Mathematical Sciences* (p. 139), *Chemistry* (p. 57), and *Physics* (p. 171).

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 three institutions: Columbia University in New York (<http://columbia.edu>), Washington University in St. Louis (<http://wustl.edu>), and the University of Southern California in Los Angeles (<http://usc.edu>).

In all of these 3-2 programs, 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.

The existence of a formal 3-2 or 4-2 agreement between Lewis & Clark and these three institutions essentially ensures students admission to the 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-time semesters at Lewis & Clark (excluding summer session) and complete 93 semester credits, 60 of which must be taken in residence at Lewis & Clark, before proceeding to the engineering school. For these students, Lewis & Clark waives its senior-year academic residency requirement. 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.

Chemistry

- CHEM 110 General Chemistry I
- CHEM 120 General Chemistry II (Note that some programs require only one semester of chemistry.)

Computer Science

- CS 171 Computer Science I

Mathematics

- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 233 Calculus III
- MATH 235 Differential Equations

Physics

- One of the following sequences:
 PHYS 141 Introductory General Physics I
 PHYS 142 Introductory General Physics II
 or
 PHYS 151 Physics I: Motion
 PHYS 152 Physics II: Waves and Matter
 PHYS 251 Physics III: Electromagnetism
 PHYS 252 Physics IV: Thermodynamics and
 Statistical Mechanics
- Also recommended:
 PHYS 201 Experimental Methods in the
 Physical Sciences

Other

- All programs require four or five courses in the arts, humanities, and social sciences. Washington University requires at least two courses in the humanities and two in the social sciences, and one of these must be at the junior or senior level.
- Columbia University requires one course in economics.

Students planning a career in **chemical engineering** should add the following:

- CHEM 210 Organic Chemistry I
- CHEM 220 Organic Chemistry II
- CHEM 310 Physical Chemistry: Thermodynamics and Kinetics
- CHEM 320 Physical Chemistry: Statistical Mechanics and Quantum Chemistry

Students planning a career in **computer science** should add the following the following:

- CS 172 Computer Science II
- CS 373 Programming Language Structures

CS 383 Algorithm Design and Analysis
 MATH 215 Discrete Mathematics

Students planning a career in **electrical and electronic engineering** should add the following:

PHYS 331 Advanced Electricity and Magnetism I
 PHYS 332 Advanced Electricity and Magnetism II

English

Chair: Will Pritchard

Administrative Coordinator: Debra Richman

The Department of English introduces students to a wide range of British and American literature, taught from a variety of critical perspectives. The department teaches students to read literary texts attentively and to write both effectively and persuasively about literature and its relation to tradition, culture, history, and experience. English courses also share the goal of helping students to think critically and in "real time," and to engage with others in the challenging task of interpretation and argument. 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.

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 ENG 205 and ENG 206 Major Periods and Issues in English Literature.

The Major Program

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

During the fall semester of their senior year, 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 and goals.

Major Requirements

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

- ENG 205 Major Periods and Issues in English Literature
- ENG 206 Major Periods and Issues in English Literature
- At least four courses at the 300 level or higher. Two must be in British literature before 1800 and one must be in American literature. When the subject matter is appropriate, ENG 333 may be applied to either requirement. Majors may apply either ENG 331 or ENG 332 to the British pre-1800 requirement, but not both.

British Literature Before 1800

ENG 310 The Middle English Period
 ENG 311 Literature of the English Renaissance
 ENG 312 The Early English Novel
 ENG 313 Restoration and 18th-Century Literature
 ENG 330 Chaucer
 ENG 331 Shakespeare: Early Works
 ENG 332 Shakespeare: Later Works

American Literature

ENG 320 Early American Literature
 ENG 321 Pre-Civil War American Literature
 ENG 322 Post-Civil War American Literature
 ENG 323 Modern American Literature, 1900 to World War II
 ENG 324 Modern American Literature, Post-World War II
 ENG 326 African American Literature

- Any three English elective courses *except* ENG 244 Practicum, ENG 444 Practicum, ENG 490, and ENG 499 Independent Study
- ENG 450 Senior Seminar (fall semester of senior year)

Minor Requirements

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

- One departmental core course, chosen from the following:
 - ENG 205 Major Periods and Issues in English Literature
 - ENG 206 Major Periods and Issues in English Literature
- Two 300-level literature courses.
- Three elective English courses at any level, including creative writing courses.

Honors

Departmental honors will be awarded by the department to students who produce an outstanding senior thesis.

Students who have produced exceptional work in the senior seminar and who have earned a major GPA of 3.500 or above may be invited by their seminar professor to submit a detailed honors-thesis proposal, due near the start of spring semester. If the department approves an honors proposal, it selects a three-member committee to guide the writing and research. Each candidate for honors may then enroll in ENG 490 Honors Thesis (4 credits, non-major elective), and in early April submits the finished thesis to the department for approval. If the honors thesis is approved, the student presents a summary at a departmental forum.

Faculty

Lyell Asher. Associate professor of English. Renaissance English literature, Shakespeare. Ph.D. 1990, M.A. 1984 University of Virginia. B.A. 1980 Vanderbilt University.

Rachel Cole. Associate professor of English. 19th-century American literature. Ph.D. 2005, M.A. 2000 Johns Hopkins University. B.A. 1994 Williams College.

Kurt Fosso. Professor of English. British romantic literature, critical theory. Ph.D. 1993, M.A. 1988 University of California at Irvine. B.A. 1987 University of Washington.

Kristin Fujie. Assistant professor of English. 19th- and 20th-century American literature, modernism. Ph.D. 2010, B.A. 1997 University of California at Berkeley.

Karen Gross. Associate professor of English. Medieval literature. Ph.D. 2005, M.A. 1999 Stanford University. M.Phil. 1998 University of Cambridge. B.A. 1997 University of Southern California.

Gerald Harp. Associate professor with term of English. Renaissance, 17th-century, poetry. 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.

Andrea Hibbard. Assistant professor with term of English. Victorian literature and culture, law and literature, women's studies. Ph.D. 2000 University of Virginia. M.A. 1991 Georgetown University. B.A. 1986 Pomona College.

Michael Mirabile. Visiting assistant professor of humanities. Ph.D. 2002, M.Phil. 1998 Yale University. B.A. 1995 Queens College.

Will Pritchard. Associate professor of English, chair of the Department of English. Restoration and 18th-century literature. Ph.D. 1998, M.A. 1992 University of Chicago. B.A. 1986 Yale University.

Mary Szybist. Associate professor of English. Modern poetry, poetry writing. M.F.A. 1996 University of Iowa, M.T. 1994. B.A. 1992 University of Virginia.

Pauls Toutonghi. Associate professor of English. Fiction, expository writing, creative writing. Ph.D. 2006, M.A. 2002 Cornell University. B.A. 1999 Middlebury College.

Don Waters. Visiting assistant professor of English. Fiction writing. M.F.A. 2013 University of Iowa. M.F.A.

2004 San Francisco State University. B.A. 1998 Skidmore College.

Rishona Zimring. Professor of English. Modern British literature, postcolonial literature. Ph.D. 1993, B.A. 1985 Yale University.

ENG 100 Topics in Literature

Faculty: English Faculty.

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. May be taken twice for credit with change of topic.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 105 The Art of the Novel

Faculty: Asher.

Content: 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.

Prerequisites: None.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 200 Introduction to Fiction and Fiction Writing

Faculty: Toutonghi.

Content: Class offers focused, writing-based exercises, coupled with careful reading of different types of fiction, to help build a student's understanding of the fictional form. Creative work is produced and read in a workshop-based environment.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 201 Introduction to Poetry and Poetry Writing

Faculty: Szybist, Harp, English Faculty.

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

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 205 Major Periods and Issues in English Literature

Faculty: Asher, Gross, Harp, Pritchard.

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

Enrollment preference given to English majors and minors.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

ENG 206 Major Periods and Issues in English Literature

Faculty: Cole, Fosso, Fujie, Zimring.

Content: Introduction to ways of reading and writing about literature; historical development of English literature. Romantic period to middle of 20th century.

Enrollment preference given to English majors and minors.

Prerequisites: ENG 205 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

ENG 208 Prose Writing: Creative Nonfiction

Faculty: English Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 209 Introduction to American Literature

Faculty: Callahan, Cole, Fujie.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 243 Women Writers

Faculty: English Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 244 Practicum

Faculty: English Faculty.

Content: Content: Literary Review (1 credit): Production of a first-rate literary review. In weekly workshops, students become familiar with all the processes involved (editorial, layout, printing, business, distribution) and develop advanced skills in at least one of these areas. May be taken four times for credit. Content: Peer Tutoring in Writing (2 credits): 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. Content: Senior Poetry Broadides (1 credit): A course of five evening sessions, resulting in a single-poem broadside written, designed, and printed by each student in the Advanced Poetry Workshop (ENG 401). The broadsides are featured at the Senior Poetry Reading at the end of the semester.

Content: Watzek Archive (1-2 credits): Students engage in a variety of projects involving the Watzek Library Archives. A member of the Special Collections staff acts as supervisor. Interested students should contact Watzek Special Collections.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-2.

ENG 279 Classical Backgrounds

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 280 The Medieval World

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 300 Fiction Writing

Faculty: 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.

Prerequisites: ENG 200 or consent of instructor.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 301 Poetry Writing

Faculty: Szybist, Harp.

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

Prerequisites: ENG 201 or consent of instructor.

Restrictions: Junior standing or consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 310 The Middle English Period

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 311 Literature of the English Renaissance

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 312 The Early English Novel

Faculty: Pritchard.

Content: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 313 Restoration and 18th-Century Literature

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 314 The Romantics

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 315 The Victorians

Faculty: English Faculty.

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.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 316 20th-Century British Literature, Early

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 317 20th-Century British Literature, Post-World War II

Faculty: Zimring.

Content: Survey of British fiction after World War II, 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, Iris Murdoch, Ian McEwan, Martin Amis, Kazuo Ishiguro, A.S. Byatt, Jeanette Winterson.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 318 Modern Poetry

Faculty: Szybist.

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

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 319 Postcolonial Literature: Anglophone Africa, India, Caribbean

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 320 Early American Literature

Faculty: 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)

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

ENG 321 Pre-Civil War American Literature

Faculty: Cole.

Content: 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 (the individual, freedom, law, the family, opportunity, happiness)

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 322 Post-Civil War American Literature

Faculty: 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. Prerequisites: None. Restrictions: Junior standing or consent required. Usually offered: Alternate Years. Semester credits: 4.

ENG 323 Modern American Literature, 1900 to World War II

Faculty: Callahan, Fujie.

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. Prerequisites: None. Restrictions: Junior standing or consent of instructor. Usually offered: Alternate Years. Semester credits: 4.

ENG 324 Modern American Literature, Post-World War II

Faculty: Callahan, Fujie.

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. Prerequisites: None. Restrictions: Junior standing or consent required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

ENG 326 African American Literature

Faculty: Callahan, Fujie.

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. Prerequisites: None. Restrictions: Junior standing or consent required. Usually offered: Alternate Years. Semester credits: 4.

ENG 330 Chaucer

Faculty: 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. Prerequisites: None. Restrictions: Junior Standing or consent required. Usually offered: Annually. Semester credits: 4.

ENG 331 Shakespeare: Early Works

Faculty: 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*. Prerequisites: None. Restrictions: Junior standing or consent required. Usually offered: Annually. Semester credits: 4.

ENG 332 Shakespeare: Later Works

Faculty: 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*. Prerequisites: None. Restrictions: Junior standing or consent required. Usually offered: Annually. Semester credits: 4.

ENG 333 Major Figures

Faculty: English Faculty.

Content: Detailed examination of writers introduced in other courses. Figures have included Austen, Blake, the Brontës, Ellison, Faulkner, Hemingway, Joyce, Woolf. May be repeated for credit with a change of topic; however, registration for subsequent sections must be done via the registrar's office. Prerequisites: None. Restrictions: Junior standing or consent required. Usually offered: Annually, fall and spring semester. Semester credits: 4.

ENG 340 Topics in Literary Theory/Criticism

Faculty: Fosso, English Faculty.

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. May be taken twice for credit with change of topic.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years.

Semester credits: 4.

ENG 401 Advanced Poetry Writing

Faculty: Szybist, Harp.

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: ENG 301 or consent of instructor.

Restrictions: Senior standing or consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ENG 402 Advanced Fiction Writing

Faculty: Toutonghi.

Content: Students 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: ENG 200, ENG 300; or consent of instructor.

Restrictions: Senior standing or consent required.

Usually offered: Annually.

Semester credits: 4.

ENG 444 Practicum

Faculty: English Faculty.

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

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Annually.

Semester credits: 1-4.

ENG 450 Senior Seminar

Faculty: English Faculty.

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

Prerequisites: ENG 205, ENG 206, and two 300-level literature courses.

Restrictions: Senior standing or consent required.

Usually offered: Annually, fall semester.

Semester credits: 4.

ENG 490 Honors Thesis

Faculty: English Faculty.

Content: Independent research project, based upon revision of senior seminar paper, suitable for granting departmental honors. Details determined by student in conference with supervising faculty members.

Prerequisites: ENG 450 and permission of department to pursue honors.

Restrictions: Senior standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ENG 499 Independent Study

Faculty: English Faculty.

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. 1-2 credits; 4 credits for New York Program. May be repeated for credit.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Entrepreneurial Innovation

Academic Director: Kellar Autumn

Managing Director: TBA

At Lewis & Clark, entrepreneurship empowers the liberal arts, putting theory into action. Our entrepreneurial students strive to be intellectual leaders with a passion for innovation and impact. A fast-growing hub, the college's Center for Entrepreneurship brings together students, faculty, alumni, and professional mentors through its academic and cocurricular offerings. The Center currently offers five courses and sponsors a variety of internships and practica. Through these offerings and the Center's cocurricular programs, students at Lewis & Clark have the opportunity to engage in developing their abilities for entrepreneurial thinking and action, enabling them to realize the real-world impact of a liberal arts education.

Faculty

Kellar Autumn. Professor of biology, academic director of the Center for Entrepreneurship. Physiology, biomechanics, evolution of animal locomotion. Ph.D. 1995 University of California at Berkeley. B.A. 1988 University of California at Santa Cruz.

Brian Detweiler-Bedell. Professor of psychology. Social psychology, statistics. Ph.D. 2001, M.Phil. 2000, M.S. 1998 Yale University. M.A. 1995, B.A. 1994 Stanford University.

Steven Goebel. Assistant dean and director, Business Law Program. Business principles for lawyers. J.D. 2005 Lewis & Clark Law School. B.A. 1980 University of Cincinnati.

Michael Olich. Associate professor of theatre. Design. M.F.A. 1975 Carnegie Mellon University. B.A. 1973 St. Patrick's College.

Bryan R. Sebok. Associate professor of rhetoric and media studies. Communication technology and society, film and video aesthetic theory and methods, media

organizations. Ph.D. 2007 University of Texas at Austin. M.A. 2002 Emory University. B.A. 1999 North Carolina State University.

EINV 201 Cases in Entrepreneurial Thinking & Practice

Faculty: Goebel.

Content: Case-based introduction to key principles of entrepreneurial thinking and practice. Entrepreneurship and innovation are presented as a process of creative problem-solving and value creation that individuals and organizations have successfully applied to a wide variety of markets and social and institutional challenges. Students will be introduced to the case method, and case analysis will be used to understand how entrepreneurs reframe problems, recognize opportunities, and create value by implementing and sustaining their innovative solutions.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 2.

EINV 241 Methods and Applications of Entrepreneurship

Faculty: B. Detweiler-Bedell.

Content: Lecture and practicum in the fundamentals of entrepreneurial activity, taught in partnership with outside experts. Composed of short courses covering finance, marketing, and operational and revenue models used by for-profit and nonprofit enterprises. Students will employ and become conversant in these skills of entrepreneurial thinking and design. The class will have the opportunity to participate in the Oregon Angel Fund, reviewing and making real investment decisions.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

EINV 244 Internship/Practicum

Faculty: B. Detweiler-Bedell.

Content: Opportunities for students to engage in experiential learning by applying entrepreneurial thinking and academic concepts within for-profit and nonprofit organizations. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

EINV 261 Leadership: Teams & Innovation

Faculty: B. Detweiler-Bedell.

Content: Theories, research, and models of effective (as well as failed) leadership and teamwork. Students will complete a number of experiential projects to evaluate and develop their own leadership and teamwork skills. Leaders from corporate, startup, and nonprofit organizations will periodically join the class to discuss their experiences.

Prerequisites: EINV 201 or EINV 241.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

EINV 280 Communicating a Vision: Messaging for Impact

Faculty: Sebok.

Content: Examines existing best practices in verbal communication, creative expression, and audio-visual presentation and production. Students will apply these practices in a series of exercises focused on individual and group communication, developing the ability to employ entrepreneurial thinking and principles to communicate innovative ideas to a variety of audiences.

Projects include public speaking exercises, written and oral presentations tailored to different audiences, and audio-visual advertising and promotional content production.

Case studies will be used to examine successful marketing campaigns for innovative products and services as well as alternative strategies and failures. We will emphasize habits and barriers to effective communication, strategies that promote creative expression, and how entrepreneurial methods empower successful messaging.

Prerequisites: EINV 201 or EINV 241.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

EINV 290 Technologies of the Future

Faculty: Autumn.

Content: Through lectures, assigned readings, and hands-on activities, students learn about the parallel and synergistic processes of scientific discovery and engineering innovation. Open-ended projects give students experience in mutualistic teaming, technology transfer, product development, and marketing, as well as opportunities to learn and apply methods inherent in effectual entrepreneurial activities. Team-based laboratory projects focus on the process of technology transfer (utilizing scientific research in commercial product development)

Prerequisites: EINV 201 or EINV 241.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 5.

Environmental Studies

Director: James Proctor

Administrative Specialist: Miranda Wood

Environmental studies situates environmental problems and solutions in a scholarly context, working alongside other academic disciplines to build a more livable world. The field crosses traditional disciplinary boundaries, as a deeper understanding of environmental problems and solutions requires attention to a wide range of concepts and analytical methods that span the sciences and humanities. Our students master contemporary scholarship on environmental problems and solutions, develop cutting-edge computer and analytical skills, and demonstrate leadership in applying relevant scholarship and skills toward the environmental issues of today and tomorrow.

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.

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 (<http://lclark.edu/law>) and Graduate School of Education and Counseling (<http://lclark.edu/graduate>). We offer students opportunities for environmental research, internships, and engagement on campus, in nearby locations such as Tryon Creek State Park (http://oregonstateparks.org/park_144.php) and the Portland (<http://portlandoregon.gov>) metropolitan area, in the greater Pacific Northwest (http://en.wikipedia.org/wiki/Pacific_Northwest), and throughout the world in conjunction with Lewis & Clark's Overseas and Off-Campus Programs (p. 162). The Environmental Studies Program thus combines intellectual rigor and breadth with practical experience in a vibrant, transdisciplinary field of scholarly inquiry.

A major in environmental studies is appropriate for students who desire future employment in the environmental arena and/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 environmental problems and solutions. It culminates with a senior capstone representing original scholarly research on a topic of practical relevance. Breadth courses in fields including biology, chemistry, geology, economics, sociology, international affairs, history, and philosophy provide important discipline-specific tools for environmental analysis. As preparation for research culminating in the senior capstone, students choose courses defining a concentration or complete a second major in order to gain greater depth in one particular subfield of environmental studies. Majors often pursue overseas study and international environmental research related to their concentration or second major.

Major Requirements

A minimum of 60 semester credits, including the following (with recommended timing as noted):

- ENVS 160 Introduction to Environmental Studies (typically taken spring semester of the first year)
- ENVS 220 Environmental Analysis (typically taken fall semester of the sophomore year; must take ENVS 160 first)
- ENVS 330 Situating Environmental Problems and Solutions (typically taken spring semester of the junior year; must take ENVS 160 and ENVS 220 first)
- ENVS 397 (preparation for ENVS 400, typically taken fall semester of the senior year)
- ENVS 400 Senior Seminar (taken spring semester of the senior year)
- Any two of the following natural sciences courses:
 - BIO 141 Investigations in Ecology and Environmental Science
 - CHEM 110 General Chemistry I
 - GEOL 150 Environmental Geology
or GEOL 170 Climate Science
(Either GEOL 150 or 170 can be used, but not both)
- ECON 260 Environmental and Natural Resource Economics
- One of the following social sciences courses:
 - IA 257 Global Resource Dilemmas
 - SOAN 249 The Political Economy of Food
 - SOAN 305 Environmental Sociology
- PHIL 215 Philosophy and the Environment and/or HIST 261 Global Environmental History
- If only one of the above is taken: one additional 4-semester-credit humanities elective, approved in conjunction with the concentration proposal (see next item).
- 16 semester credits in a student-designed concentration. The concentration may have a natural science, social science, or humanities focus, or it may blend these areas. The concentration will be the

basis for the senior capstone. At least two courses must be upper division. The concentration must be approved as part of declaring the major, generally during fall of the sophomore year. Please contact the Environmental Studies Program for details. Students pursuing a second major at Lewis & Clark do not require a concentration, but will be expected to complete a senior capstone applying their second field to environmental studies.

All Lewis & Clark courses intended to fulfill environmental studies major requirements must be taken for a letter grade, with the exception of ENVS 397, which is taken credit-no credit only.

Although not required for the major, all environmental studies majors are strongly urged to complete MATH 131 Calculus I.

Minor Requirements

A minimum of 25 semester credits (six courses), distributed as follows:

- ENVS 160 Introduction to Environmental Studies
- ENVS 220 Environmental Analysis
- ENVS 200 Situating the Global Environment or ENVS 330 Situating Environmental Problems and Solutions
- One natural science breadth course chosen from the following:
 - BIO 141 Investigations in Ecology and Environmental Science
 - CHEM 110 General Chemistry I
 - GEOL 150 Environmental Geology
 - GEOL 170 Climate Science
- One social science breadth course chosen from the following:
 - ECON 260 Environmental and Natural Resource Economics
 - IA 257 Global Resource Dilemmas
 - SOAN 249 The Political Economy of Food
 - SOAN 305 Environmental Sociology
- One humanities breadth course chosen from the following:
 - HIST 261 Global Environmental History
 - PHIL 215 Philosophy and the Environment

All Lewis & Clark courses intended to fulfill environmental studies minor requirements must be taken for a letter grade.

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 ultimately be approved by a committee of three Lewis & Clark College faculty members. The honors thesis is initiated prior to, and completed (on an accelerated timetable) as a part of, ENVS 400 Senior

Seminar. Each student prepares a written thesis in draft form, which is generally circulated to the committee by the fifth week of ENVS 400; the student then prepares a revised version by week nine. Following a formal oral presentation and defense, the faculty committee determines whether to grant honors upon graduation.

Faculty

Barbara A. Balko. Associate professor of chemistry. Physical chemistry. Ph.D. 1991 University of California at Berkeley. A.B. 1984 Bryn Mawr College.

Anne K. Bentley. Associate professor of chemistry. General, inorganic, and materials chemistry; nanotechnology. Ph.D. 2005 University of Wisconsin at Madison. B.A. 1997 Oberlin College.

Andrew Bernstein. Associate professor of history. Japanese 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. Evolution, ecology, conservation biology, especially of plants and insects. Ph.D. 1981 Cornell University. B.S., B.A. 1974 University of Washington.

Greta J. Binford. Associate professor of biology, director of the Biochemistry and Molecular Biology Program. Invertebrate zoology, biodiversity, evolution of spider venoms. Ph.D. 2000 University of Arizona. M.S. 1993 University of Utah. B.A. 1990 Miami University.

Moriah Bellenger Bostian. Assistant professor of economics. Environmental and resource economics, econometrics. Ph.D. 2010 Oregon State University. M.S. 2005 Auburn University. B.S. 2003 Florida State University.

Kenneth E. Clifton. Professor of biology, chair of the Department of Biology. Animal behavior, marine biology, ecology of coral reefs. Ph.D. 1988 University of California at Santa Barbara. B.A. 1981 University of California at San Diego.

Julio C. de Paula. Professor of chemistry, chair of the Department of Chemistry. Physical chemistry, biophysical chemistry, nanotechnology. Ph.D. 1987 Yale University. B.A. 1982 Rutgers University.

Robert Goldman. Professor of sociology. Social theory, cultural studies (advertising, news, television), production and consumption, class relations, modernity, postmodernity. Ph.D. 1977, M.A. 1973 Duke University. B.A. 1971 University of Texas.

Reiko Hillyer. Assistant professor of history. U.S. South, African American history, history of the built. Ph.D. 2006, M.Phil. 2001, M.A. 1999 Columbia University. B.A. 1991 Yale University.

Jessica M. Kleiss. Assistant professor of environmental studies. Oceanography, interface between the atmosphere and the ocean. Ph.D. 2009 Scripps Institution of Oceanography, University of California at San Diego. B.S. 2000 Massachusetts Institute of Technology.

Bob Mandel. Professor of international affairs, fall 2015 chair of the Department of International Affairs. Conflict

and security, global resource issues, transnational studies, psychological aspects of international affairs, research methods, international relations theory. Ph.D. 1976, M.Phil. 1975, M.A. 1974 Yale University. A.B. 1972 Brown University.

Jay Odenbaugh. Associate professor of philosophy. Ethics, philosophy and the environment, philosophy of science, metaphysics, logic. Ph.D. 2001 University of Calgary. M.A. 1996 Southern Illinois University at Carbondale. B.A. 1994 Belmont University.

Bruce M. Podobnik. Associate professor of sociology. Environmental sociology, social movements, quantitative methods, Latin America. Ph.D. 2000, M.A. 1994 Johns Hopkins University. B.A. 1991 University of California at Santa Cruz.

James D. Proctor. Professor of environmental studies, director of the Environmental Studies Program, coordinator of the Geological Science Program. Ph.D. 1992, M.A. 1989, M.S. 1989 University of California at Berkeley. B.A. 1980 University of Oregon.

Daniel J. Rohlf. Associate professor of law. .

Elizabeth B. Safran. Associate professor of geological science, coordinator of the Geological Science Program. Geomorphology. Ph.D. 1998 University of California at Santa Barbara. M.Sc. 1993 University of Washington. B.A. 1989 Harvard University.

Tod Sloan. Graduate professor of counseling psychology. Ecopsychology, social theory, global community psychology. Ph.D. 1982, M.S. 1977 University of Michigan. B.S. 1975 Brigham Young University.

Gregory A. Smith. Graduate professor of education. Educational policy, curriculum and instruction, place-based education, school-community relations. Ph.D. 1989 University of Wisconsin at Madison. M.A. 1976 Southern Oregon University. B.A. 1970 University of Oregon.

ENVS 160 Introduction to Environmental Studies

Faculty: Environmental Studies Faculty.

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. Prerequisites: One of the following courses: BIO 141, GEOL 150, GEOL 170, CHEM 110, ECON 100, IA 100, SOAN 100 or SOAN 110.

Restrictions: Enrollment limited to first- and second-year students.

Usually offered: Annually, spring semester.

Semester credits: 4.

ENVS 200 Situating the Global Environment

Faculty: Environmental Studies Faculty.

Content: Introduction to situated perspective on environmental problems and solutions, including a range of international and overseas program-specific cases. Development of web-based social learning skills to document and share situated research. Regular reading and summary discussions, lectures, fieldwork, online synthesis postings, and final report. Taught in conjunction with an ENVS summer overseas program.

Prerequisites: ENVS 160 or instructor permission.

Restrictions: Sophomore standing and acceptance into an overseas program.

Usually offered: Annually, summer only.

Semester credits: 4.

ENVS 220 Environmental Analysis

Faculty: Environmental Studies Faculty.

Content: Development of research and analytical skills in environmental studies as preparation for upper-division work by majors and minors. Emphasis on formulation, practice, and communication of research. Skills span full range of allied fields, including descriptive and inferential statistics, geographic information systems, survey and interview techniques, qualitative data analysis, and bibliographic research. Lectures, individual and small-group assignments, and course project. Accompanying lab provides opportunity for students to build analytical skills via real-world research.

Prerequisites: ENVS 160 or consent of instructor.

Enrollment preference given to departmental majors fulfilling degree requirements.

Corequisites: ENVS 220L.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 5.

ENVS 244 Practicum

Faculty: Environmental Studies Faculty.

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. May be repeated for credit.

Prerequisites: At least two of ENVS 160, ENVS 220, or ENVS 330.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ENVS 330 Situating Environmental Problems and Solutions

Faculty: Environmental Studies Faculty.

Content: Advanced analysis of environmental problems and solutions, situating them in time, space, and biophysical/human context to provide greater appreciation for their complexity as well as to help devise successful responses. Development of interdisciplinary conceptual and analytical skills via inclusion and integration of topics including environmental change, biophysical and human drivers, related social movements, and environmental politics and policy. Lectures, regular assignments, individual and team research projects, and field trips.

Prerequisites: ENVS 160. ENVS 220.

Restrictions: Junior standing or consent required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ENVS 345 Sustainability Internship Seminar

Faculty: ENVS and/or Law School Faculty.

Content: Provides both CAS and law students with an opportunity to work on issues related to sustainability in one of several available placements in the local legal, government, or nonprofit community, and to reassess the concepts and practice of sustainability in light of these experiences. Law students are placed in legal settings approved by the instructor; CAS students are similarly placed in a setting appropriate to their qualifications and interests. The instructor meets regularly with all students in a two-hour class to discuss issues related to defining and fostering sustainability through law and policy, including discussion of selected issues related to the students' placements. CAS students are expected to work in their placements approximately eight hours per week. Enrollment in this seminar will be limited; students will not be compensated for work performed in connection with an internship placement.

Prerequisites: None.

Restrictions: Junior standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ENVS 350 Environmental Theory

Faculty: Proctor.

Content: Advanced exploration of major theoretical assumptions underlying environmental studies, including the nature of environment, environmental knowledge (including role of sciences and humanities), and environmental problems and solutions. Intensive reading and writing, class discussions, and project-based application of theory to contemporary topics.

Prerequisites: ENVS 160, ENVS 220.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ENVS 397 Capstone Preparation

Faculty: Environmental Studies Faculty.

Content: Preparation for undertaking the senior capstone. Development of research topic, questions, methodology. Development of annotated bibliography, concept map, and draft capstone outline. Weekly short writing assignments.

Prerequisites: ENVS 330. May be taken concurrently.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 1.

ENVS 400 Senior Seminar

Faculty: Environmental Studies Faculty.

Content: An advanced, integrative keystone seminar involving primary research for all senior environmental studies majors. Research capstones (theses or alternative outcomes) are based on each student's concentration within the major and include both oral and written components. Students are encouraged to start planning their capstones 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: ENVS 330. ENVS 397.

Restrictions: Senior standing or consent required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ENVS 460 Topics in Environmental Law and Policy

Faculty: Law Faculty.

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: ENVS 160.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

ENVS 490 Topics in Environmental Studies

Faculty: Environmental Studies Faculty.

Content: Application of concepts and skills from ENVS 160 and ENVS 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. May be taken twice for credit with change of topic.

Prerequisites: ENVS 160 and ENVS 220, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

ENVS 499 Independent Study

Faculty: Environmental Studies Faculty.

Content: Opportunity for the 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. Students should have completed ENVS 160 and ENVS 220 prior to taking this course. May be repeated for credit.

Prerequisites: ENVS 160. ENVS 220.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Ethnic Studies

Director: Elliott Young

Administrative Coordinator: Chelsea Jackson

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 semester credits distributed as follows:

- One course chosen from the following:

HIST 240	Race and Ethnicity in the United States
HIST 243	African American History Since 1863
SOAN 225	Race and Ethnicity in Global Perspective
- ETHS 400 Ethnic Studies Colloquium
- 16 elective semester credits from the departmental listings below. No more than two courses can be applied to the minor from any one department. At least one of the elective courses must be at the 300 or 400 level.
- 12 semester credits must be exclusive to the minor.

Departmental Listings

Art

- | | |
|---------|---|
| ART 207 | Pre-Columbian Art |
| ART 451 | Special Topics in Art History (only when the topic is relevant) |

Education

- | | |
|--------|--------------------------|
| ED 547 | Race, Culture, and Power |
|--------|--------------------------|

By approval of the Graduate School of Education and Counseling only. See Course Registration (p. 30) (under

Academic Policies and Procedures (p. 24)) for more information.

English

- | | |
|---------|--|
| ENG 319 | Postcolonial Literature: Anglophone Africa, India, Caribbean |
|---------|--|

French Studies

- | | |
|----------|--|
| FREN 330 | Francophone Literature |
| FREN 450 | Special Topics (only when the topic is relevant) |

Hispanic Studies

- | | |
|----------|---|
| SPAN 230 | Hispanic Literature in Translation (only when the topic is relevant) |
| SPAN 360 | Latin America and Spain: Pre-Columbian to Baroque |
| SPAN 370 | Latin America and Spain: Enlightenment to the Present |
| SPAN 440 | Topics in Hispanic Literatures (only when the topic is relevant) |
| SPAN 446 | Special Topics in Hispanic Literatures and Cultures (only when the topic is relevant) |

History

- | | |
|----------|--|
| HIST 141 | Colonial Latin American History |
| HIST 142 | Modern Latin American History |
| HIST 209 | Japan at War |
| HIST 217 | The Emergence of Modern South Asia |
| HIST 222 | Britain in the Age of Revolution, 1688 to 1815 |
| HIST 226 | 20th-Century Germany |
| HIST 229 | The Holocaust in Comparative Perspective |
| HIST 239 | Constructing the American Landscape |
| HIST 240 | Race and Ethnicity in the United States |
| HIST 242 | Borderlands: U.S.-Mexico Border, 16th Century to Present |
| HIST 328 | The British Empire |
| HIST 335 | History and Culture of American Indians |
| HIST 345 | Race and Nation in Latin America |
| HIST 347 | Modern Mexico: Culture, Politics, and Economic Crisis |
| HIST 348 | Modern Cuba |
| HIST 400 | Reading Colloquium (only when topic is relevant) |
| HIST 450 | History Seminar (only when topic is relevant) |

International Affairs

- | | |
|--------|---|
| IA 230 | African Politics |
| IA 231 | Latin American Politics |
| IA 232 | Southeast Asian Politics |
| IA 296 | Human Rights in International Relations |

Latin American Studies

LAS 200 Latin American Cultural Studies

Music

MUS 136 World Music: Asia

MUS 137 World Music: Latin America

Political Science

POLS 313 International Political Theory

Psychology

PSY 390 Cross-Cultural Psychology

Rhetoric and Media Studies

RHMS 313 Politics of Public Memory

RHMS 321 Argumentation and Social Justice

RHMS 340 Media Across Cultures

RHMS 406 Race, Rhetoric, and Resistance

Sociology/Anthropology

SOAN 225 Race and Ethnicity in Global Perspective

SOAN 251 Myth, Ritual, and Symbol

SOAN 261 Gender and Sexuality in Latin America

SOAN 266 Social Change in Latin America

SOAN 270 Cultural Politics of Youth in East Asia

SOAN 274 Chinese Culture Through Film

SOAN 281 South Asian Cultures

SOAN 285 Culture and Power in the Middle East

SOAN 310 Religion, Society, and Modernity

SOAN 324 Anthropology of Violence

SOAN 349 Indigenous Peoples: Identities and Politics

SOAN 350 Global Inequality

SOAN 363 Imagining the Nation: Culture and Identity in Nation-State Formation

Theatre

TH 382 American Theatre and Drama: 19th Century to Present

Faculty

Kimberly Brodtkin. Assistant professor with term of gender studies and ethnic studies. Gender and politics in the U.S. Ph.D. 2001 Rutgers University. B.A. 1992 University of Pennsylvania.

David A. Campion. Dr. Robert B. Pamplin Jr. Associate Professor of History, chair of the Department of History, ROTC coordinator. British and South Asian history. Ph.D. 2002, M.A. 1997 University of Virginia. B.A. 1991 Georgetown University.

Peter G. Christenson. Professor of rhetoric and media studies. Media and society, quantitative research methods, media and socialization, popular music as communication. Ph.D. 1980 Stanford University. M.A. 1973 University of Oregon. B.A. 1968 Dartmouth College.

Maureen Healy. Associate professor of history. European history, women's and gender history, war and genocide. Ph.D. 2000, M.A. 1994 University of Chicago. B.A. 1990 Tufts University.

Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation. Ph.D. Johns Hopkins University. M.A. University of Minnesota at Minneapolis-St. Paul. B.A. Reed College.

Reiko Hillyer. Assistant professor of history. U.S. South, African American history, history of the built. Ph.D. 2006, M.Phil. 2001, M.A. 1999 Columbia University. B.A. 1991 Yale University.

Jane H. Hunter. Professor of history. U.S. history, post-Civil War, women's history. Ph.D. 1981, M.A. 1975, B.A. 1971 Yale University.

Garrick Imatani. Assistant professor of art. Foundations, interdisciplinary connections between physical and cultural within movement, landscapes, and history. M.F.A. 2000 Columbia University. B.A. 1996 University of California at Santa Barbara.

Matthew N. Johnston. Associate professor of art history. Modern art history. Ph.D. 2004, M.A. 1994 University of Chicago. B.A. 1992 Yale University.

Oren Kosansky. Associate professor of anthropology, chair of the Department of Sociology and Anthropology. Political economy of religious experience, postcolonial nationalism and diaspora, textual culture, Morocco. Ph.D. 2003, M.A. 1994 University of Michigan. M.A.T. 1990 Binghamton University. B.A. 1988 Brown University.

Dawn Odell. Associate professor of art history, chair of the Department of Art. Early modern East Asian and European art history. Ph.D. 2003 University of Chicago. M.A. 1992 Harvard University. B.A. 1986 Carleton College.

Bruce M. Podobnik. Associate professor of sociology. Environmental sociology, social movements, quantitative methods, Latin America. Ph.D. 2000, M.A. 1994 Johns Hopkins University. B.A. 1991 University of California at Santa Cruz.

Matthieu P. Raillard. Associate professor of Hispanic studies. Hispanic studies, 18th- and 19th-century Peninsular Spanish literature. Ph.D. 2004, M.A. 2000 University of Virginia. B.A. 1998 Colgate University.

Maureen Reed. Visiting assistant professor of humanities. Ph.D. 2001, M.A. 1996 University of Texas at Austin. B.A. 1994 Rice University.

G. Mitchell Reyes. Associate professor of rhetoric and media studies. Rhetoric, public memory, public discourse, rhetoric of science. Ph.D. 2004, M.A. 2000 Pennsylvania State University. B.S. 1997 Willamette University.

Heather M. Smith-Cannoy. Associate professor of international affairs, sprint 2016 chair of the Department of International Affairs. International law, international institutions, human rights, and human trafficking. Ph.D.

2007, M.A. 2003 University of California at San Diego.
B.A. 2000 University of California at Irvine.

Juan Carlos Toledano Redondo. Associate professor of Hispanic studies. Hispanic studies, 19th- and 20th-century Spanish American literature, Hispanic-Caribbean literature. Ph.D. 2002 University of Miami. B.A. 1996 Universidad de Granada.

Pauls Toutonghi. Associate professor of English. Fiction, expository writing, creative writing. Ph.D. 2006, M.A. 2002 Cornell University. B.A. 1999 Middlebury College.

Freddy O. Vilches. Associate professor of Hispanic studies, director of the Hispanic Studies Program. Hispanic studies, contemporary Spanish American literature, poetry, and song, Latin American cultural studies. Ph.D. 2006, M.A. 1993, B.A. 1991 University of Oregon.

Sarah D. Warren. Assistant professor of sociology. Race and ethnicity, social movements, nations and nationalism, gender, Latin America. Ph.D. 2010 University of Wisconsin at Madison. M.A. 2004 University of Texas at Austin. B.A. 2001 University of Arizona.

Wendy Woodrich. Senior lecturer in foreign languages. Spanish language, Latin American literature and culture, Hispanics in the United States. Ph.D. 1992 University of Oregon. M.A. 1977 University of Nevada at Las Vegas. B.A. 1975 Lewis & Clark College.

Elliott Young. Professor of history, director of the Ethnic Studies Program. Latin American and U.S.-Mexico Borderlands history. Ph.D. 1997, M.A. 1993 University of Texas at Austin. B.A. 1989 Princeton University.

Yueping Zhang. Associate professor of psychology. Behavioral neuroscience, brain and behavior, drugs and behavior, cross-cultural psychology. Ph.D. 1996, M.A. 1992 University of New Hampshire. M.D. 1985 Shandong Medical University.

ETHS 244 Practicum

Faculty: Ethnic Studies Faculty.

Content: Development of an 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. May be repeated for credit.

Prerequisites: One ethnic studies course.

Restrictions: Declared ethnic studies minor. Sophomore standing and consent of program director and faculty sponsor required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ETHS 250 Education, Culture, and Citizenship

Faculty: Ethnic Studies Faculty.

Content: Connecting education and cultural competence theory to the practice of civic leadership. Exploration of the intersection of these concepts through the creation of a community-based research project that meets the needs of a community or community organization in the Portland metro area. Includes readings and discussion.

Credit-no credit.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 2.

ETHS 345 Ray Warren Symposium on Race and Ethnic Studies Chair

Faculty: Brodtkin, Ethnic Studies Faculty.

Content: Student chairs perform substantive analytic work related to this interdisciplinary field of study, conducting extensive research to explore speakers, develop panels, identify important issues, and develop the program of events. Working closely with each other, the planning committee, and the faculty director, chairs also develop leadership and professional responsibilities. Preference given to minors in Ethnic Studies, but students with relevant coursework or other experience will be considered.

Prerequisites: None.

Restrictions: Junior standing. Requires permission of instructor after completion of application and interview.

Usually offered: Annually, fall semester.

Semester credits: 4.

ETHS 400 Ethnic Studies Colloquium

Faculty: Brodtkin, Hillyer, 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: SOAN 225 or HIST 240 recommended.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

ETHS 499 Independent Study

Faculty: Ethnic Studies Faculty.

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. May be repeated for credit.

Prerequisites: SOAN 225 or HIST 240.

Restrictions: Declared ethnic studies minor. Sophomore standing and consent of program director and faculty sponsor required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2-4.

Foreign Languages and Literatures

Chair: Molly Robinson Kelly

Administrative Coordinator: Maarit Reed

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.

Our overseas studies programs support and enhance our majors, minors, and the liberal arts mission of the college, offering students the possibility of studying a wider variety of subjects in their language than can be taught on campus.

Courses in nine 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.

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. (p. 67) Students of Spanish may choose an interdisciplinary minor in Latin American Studies (p. 138). Students of Greek or Latin may choose an interdisciplinary major or minor in Classical Studies. (p. 63)

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 must take a placement examination before beginning language study at Lewis & Clark. 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.

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, as well as French Studies. 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, 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.

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.

French Studies

A minimum of 36 semester credits (nine courses) beyond FREN 202 Intermediate French II: Reading in Cultural Context, distributed as follows:

- FREN 301 French Composition and Conversation (or equivalent from overseas study)
- FREN 321 Introduction to French Literary Studies (or equivalent from overseas study)
- FREN 410 Major Periods in French Literature
- FREN 450 Special Topics
- Five elective courses from on-campus or overseas offerings. The three on-campus offerings are the following:
 - FREN 330 Francophone Literature
 - FREN 340 French Literature and Society
 - FREN 350 Topics in French and Francophone Literature
- At least one semester in the Strasbourg, France, or Dakar, Senegal programs. A full year of overseas study is strongly recommended. Students participating in a one-semester overseas program are advised to take FREN 321 Introduction to French Literary Studies on campus.
- A senior oral proficiency evaluation.

Courses taken on campus on a credit-no credit basis cannot normally be counted toward the major.

German Studies

A minimum of 36 semester credits (nine courses) beyond GERM 202 Intermediate German II, distributed as follows:

- HIST 120 Early European History
- HIST 121 Modern European History
- HIST 226 20th-Century Germany
- HIST 227 Medieval Europe, 800 to 1400
- HIST 323 Modern European Intellectual History
- GERM 301 German Composition and Conversation
- GERM 321 Introduction to Literary Studies

- GERM 410 Major Periods in German Literature From the Beginning to Enlightenment
- GERM 411 Major Periods of German Literature From the Enlightenment to the Present (available in Munich only)
- GERM 422 German Culture and Civilization (Landeskunde) (available in Munich only)
- GERM 450 Special Topics In German (may be repeated for credit)
- One of the following courses, or the equivalent on campus or overseas:
- Two elective courses to be selected from offerings on campus or overseas. Four semester credits from GERM 251 German Conversation/GERM 252 German Conversation may be used as one elective.
- Participation in the full-year Munich program; exemption only with departmental approval.
- A senior oral proficiency evaluation.

With the exception of GERM 251 German Conversation/GERM 252 German Conversation, courses taken on campus on a credit-no credit basis cannot be counted toward the major.

Hispanic Studies

A minimum of 36 semester credits (nine courses) beyond SPAN 202, distributed as follows:

- SPAN 301 Spanish Composition and Conversation or SPAN 302 Spanish Composition and Conversation for Heritage Speakers
- SPAN 321 Introduction to Literary Studies
- SPAN 360 Latin America and Spain: Pre-Columbian to Baroque
- SPAN 370 Latin America and Spain: Enlightenment to the Present
- Two of the following (when topic is different):
 - SPAN 440 Topics in Hispanic Literatures
 - SPAN 446 Special Topics in Hispanic Literatures and Cultures
 - SPAN 450 Special Topics in Spanish
- One course on Latin American history or politics selected from the following, or the equivalent overseas:
 - HIST 141 Colonial Latin American History
 - HIST 142 Modern Latin American History
 - IA 231 Latin American Politics
 - LAS 200 Latin American Cultural Studies (with permission)
- Two additional courses selected from offerings on campus or overseas. May include a second taking of SPAN 440 Topics in Hispanic Literatures, SPAN 446 Special Topics in Hispanic Literatures and Cultures, or SPAN 450 Special Topics in Spanish, with a change of topic.

- At least one semester in Santo Domingo, Dominican Republic; Santiago or Valparaiso, Chile; or Alicante, Spain. A full year is strongly recommended.
- A senior oral proficiency evaluation.

Courses taken on campus on a credit-no credit basis cannot normally be counted toward the major.

Minor Requirements: French Studies

A minimum of 20 semester credits (five courses) beyond FREN 202 Intermediate French II: Reading in Cultural Context, chosen from the following:

- FREN 301 French Composition and Conversation
- FREN 321 Introduction to French Literary Studies
- FREN 330 Francophone Literature
- FREN 340 French Literature and Society
- FREN 350 Topics in French and Francophone Literature
- FREN 410 Major Periods in French Literature (requires approval)
- FREN 450 Special Topics (requires approval)

Students may apply 12 credits to the minor from overseas study in the Strasbourg, France, or Dakar, Senegal programs.

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, and in acquiring knowledge of two different literary and cultural traditions. The department encourages students to combine their language skills with fields such as American and English literature, anthropology, art, 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 of overseas study, distributed as follows:

- FL 240 Introduction to Linguistics
- Primary language: A minimum of 16 semester hours (four courses) beyond 202. If primary language is Chinese, Japanese, or Russian, three upper-level courses (a minimum of 12 semester credits) taught in the language, one of which must be taken on campus, and one literature in translation course. If primary language is French, German, or Spanish, four upper-level courses (a minimum of 16 semester hours) taught in the language. Select courses from the following on-campus courses or approved equivalents from an overseas program:

Chinese

- CHIN 310 Readings and Composition in Chinese
- CHIN 320 Advanced Readings in Chinese

CHIN 410 Advanced Readings in Chinese:
Society and Culture

and one of the following:

CHIN 230 Introduction to Chinese Literature in
Translation

CHIN 290 Topics in Chinese Literature in
Translation

French

FREN 301 French Composition and
Conversation

FREN 321 Introduction to French Literary
Studies

and two of the following:

FREN 330 Francophone Literature

FREN 340 French Literature and Society

FREN 350 Topics in French and Francophone
Literature

FREN 410 Major Periods in French Literature

FREN 450 Special Topics

At least one 300-level and at least one 400-level course
must be taken on campus.

German

GERM 301 German Composition and
Conversation

GERM 321 Introduction to Literary Studies

GERM 350 Topics in German Literature and
Culture

and one of the following:

GERM 410 Major Periods in German
Literature From the Beginning to
Enlightenment

GERM 450 Special Topics In German

At least one 400-level course must be taken on
campus.

Japanese

JAPN 310 Readings and Composition in
Japanese

JAPN 320 Readings and Composition in
Japanese II

JAPN 410 Advanced Readings in Japanese:
Society and Culture

JAPN 420 Advanced Readings in Japanese:
Fiction and Nonfiction

and one of the following:

JAPN 230 Introduction to Japanese Literature
in Translation

JAPN 290 Topics in Japanese Literature in
Translation

Russian

RUSS 330 Readings and Conversation in
Russian

RUSS 351 Russian Composition and
Conversation

RUSS 420 Advanced Readings in Russian:
Fiction and Nonfiction

and one of the following:

RUSS 230 Introduction to Russian Literature in
Translation

RUSS 290 Topics in Russian Literature and
Culture in Translation

Spanish

SPAN 301 Spanish Composition and
Conversation

SPAN 302 Spanish Composition and
Conversation for Heritage Speakers

SPAN 321 Introduction to Literary Studies

and two of the following:

SPAN 360 Latin America and Spain: Pre-
Columbian to Baroque

SPAN 370 Latin America and Spain:
Enlightenment to the Present

SPAN 440 Topics in Hispanic Literatures

SPAN 446 Special Topics in Hispanic Literatures
and Cultures

SPAN 450 Special Topics in Spanish

At least one 300-level and at least one 400-level course
must be taken on campus.

- One semester of studying overseas in the primary language is required
- Secondary language: A minimum of 12 semester hours (the equivalent of three courses) beyond 202, including at least one upper-level course taken on campus. Overseas study is not required for the secondary language. Select from the on-campus courses listed below or approved equivalents from an overseas program.

Chinese

Select three courses from the following list. Students may apply either CHIN 230 or CHIN 290 toward the requirement, but not both. CHIN 251 and CHIN 252 together satisfy the equivalent of one course.

CHIN 230 Introduction to Chinese Literature in
Translation

CHIN 251 Chinese Conversation

CHIN 252 Chinese Conversation

CHIN 290 Topics in Chinese Literature in
Translation

CHIN 310 Readings and Composition in
Chinese

CHIN 320 Advanced Readings in Chinese

CHIN 410 Advanced Readings in Chinese:
Society and Culture

French

Select three courses from the following list. FREN 261 and FREN 262 together satisfy the equivalent of one course.

FREN 261 Conversational French

FREN 262	Conversational French
FREN 301	French Composition and Conversation
FREN 321	Introduction to French Literary Studies
FREN 330	Francophone Literature (with permission)
FREN 340	French Literature and Society (with permission)
FREN 350	Topics in French and Francophone Literature (with permission)

German

Select three courses from the following list. GERM 251 and GERM 252 together satisfy the equivalent of one course.

GERM 230	German Literature in Translation
GERM 251	German Conversation
GERM 252	German Conversation
GERM 301	German Composition and Conversation
GERM 321	Introduction to Literary Studies
GERM 350	Topics in German Literature and Culture
GERM 410	Major Periods in German Literature From the Beginning to Enlightenment (with permission)
GERM 450	Special Topics In German (with permission)

Japanese

Select three courses from the following list. Students may apply either JAPN 230 or JAPN 290 toward the requirement, but not both. JAPN 251 and JAPN 252 together satisfy the equivalent of one course.

JAPN 230	Introduction to Japanese Literature in Translation
JAPN 251	Japanese Conversation
JAPN 252	Japanese Conversation
JAPN 290	Topics in Japanese Literature in Translation
JAPN 310	Readings and Composition in Japanese
JAPN 320	Readings and Composition in Japanese II
JAPN 410	Advanced Readings in Japanese: Society and Culture
JAPN 420	Advanced Readings in Japanese: Fiction and Nonfiction

Russian

Select three courses from the following list. Students may apply either RUSS 230 or RUSS 290 toward the requirement, but not both. RUSS 251 and RUSS 252 together satisfy the equivalent of one course.

RUSS 230	Introduction to Russian Literature in Translation
RUSS 251	Russian Conversation
RUSS 252	Russian Conversation
RUSS 290	Topics in Russian Literature and Culture in Translation
RUSS 330	Readings and Conversation in Russian
RUSS 351	Russian Composition and Conversation
RUSS 420	Advanced Readings in Russian: Fiction and Nonfiction

Spanish

Select three courses from the following list. SPAN 251 and SPAN 252 together satisfy the equivalent of one course. SPAN 261 and SPAN 262 together satisfy the equivalent of one course. Students may apply either SPAN 251/SPAN 252 or SPAN 261/SPAN 262 toward the requirement, but not both pairs.

SPAN 230	Hispanic Literature in Translation
SPAN 251	Intermediate Conversational Spanish
SPAN 252	Intermediate Conversational Spanish
SPAN 261	Advanced Conversational Spanish
SPAN 262	Advanced Conversational Spanish
SPAN 301	Spanish Composition and Conversation
SPAN 321	Introduction to Literary Studies
SPAN 360	Latin America and Spain: Pre-Columbian to Baroque
SPAN 370	Latin America and Spain: Enlightenment to the Present

Oral proficiency evaluations are not required for the foreign languages major.

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, communication, East Asian studies, economics, history, international affairs, and sociology.

Chinese Minor

A minimum of 20 semester credits (five courses) beyond CHIN 202 Intermediate Chinese II, distributed as follows:

- CHIN 230 Introduction to Chinese Literature in Translation or CHIN 290 Topics in Chinese Literature in Translation
- A minimum of 16 credits from the following on-campus courses or approved equivalents from an overseas program:
 - CHIN 251 Chinese Conversation (if two conversation courses are taken)

CHIN 252	Chinese Conversation (if two conversation courses are taken)
CHIN 310	Readings and Composition in Chinese
CHIN 320	Advanced Readings in Chinese
CHIN 410	Advanced Readings in Chinese: Society and Culture

At least one 4-credit language course must be taken on campus.

Participation in an overseas program in China is highly recommended. No more than two courses applied toward the minor may be used to complete requirements for another major or minor.

Japanese Minor

A minimum of 20 semester credits (five courses) beyond JAPN 202 Intermediate Japanese II, distributed as follows:

- JAPN 230 Introduction to Japanese Literature in Translation or JAPN 290 Topics in Japanese Literature in Translation
- A minimum of 16 credits from the following on-campus courses or approved equivalents from an overseas program:

JAPN 251	Japanese Conversation (if two conversation courses are taken)
JAPN 252	Japanese Conversation (if two conversation courses are taken)
JAPN 310	Readings and Composition in Japanese
JAPN 320	Readings and Composition in Japanese II
JAPN 410	Advanced Readings in Japanese: Society and Culture
JAPN 420	Advanced Readings in Japanese: Fiction and Nonfiction

At least one 4-credit language course must be taken on campus.

Participation in an overseas program in Japan is highly recommended. 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 RUSS 202 Intermediate Russian II, distributed as follows:

- RUSS 230 Introduction to Russian Literature in Translation or RUSS 290 Topics in Russian Literature and Culture in Translation
 - A minimum of 16 credits from the following on-campus courses or approved equivalents from an overseas program:
- | | |
|----------|--|
| RUSS 251 | Russian Conversation (if two conversation courses are taken) |
|----------|--|

RUSS 252	Russian Conversation (if two conversation courses are taken)
RUSS 330	Readings and Conversation in Russian
RUSS 351	Russian Composition and Conversation
RUSS 420	Advanced Readings in Russian: Fiction and Nonfiction

At least one 4-credit upper-level language course must be taken on campus.

Participation in an overseas program in Russia is highly recommended. No more than two courses applied toward the minor may be used to complete requirements for another major or minor.

Overseas Study

All majors are required to participate in one of Lewis & Clark's international programs. Minors, while not required to study overseas, are encouraged to do so. Overseas study is the most effective way for students to improve their language skills and experience the culture they are studying.

During their time overseas, students may choose courses from a wider variety of disciplines than are available in their language of study on campus, including the humanities, the arts, the social sciences, and the sciences. With departmental approval, overseas courses taught in the target language beyond the 202 level may be applied to the major or minor. In this way, our overseas study requirement enhances the liberal arts mission of the college by offering our majors and minors the opportunity to explore diverse disciplines from within their language of study.

Chinese

The following programs fulfill the overseas requirement for the East Asian studies major and the foreign languages major with Chinese as the primary language. All programs are highly recommended for the Chinese minor.

- Language-intensive fall semester in Beijing, China. May extend stay to a full year. Prerequisite and/or restriction: CHIN 202 Intermediate Chinese II or the equivalent.
- Language-intensive fall semester in Harbin, China. May extend stay to a full year. Prerequisite and/or restriction: CHIN 320 Advanced Readings in Chinese or the equivalent.
- General culture fall semester in Beijing, China. May extend study through a language-intensive spring semester program. Prerequisite and/or restriction: CHIN 102 Beginning Chinese II or the equivalent.
- General culture fall semester in Chengdu, China. May extend study through a language-intensive spring semester program. Prerequisite and/or restriction: CHIN 102 Beginning Chinese II or the equivalent.

French

French studies majors are required to spend at least one semester in one of the following programs. A full year of study is strongly recommended. These programs are also open to nonmajors.

- Fall and/or spring semester at the University of Strasbourg, France. Prerequisites for majors: junior standing, completion of FREN 202 Intermediate French II: Reading in Cultural Context, and a GPA of 3.000 in French courses. Prerequisites for nonmajors: FREN 202 Intermediate French II: Reading in Cultural Context and a GPA of 3.000 in French courses.
- Spring semester at the University of Dakar, Senegal. Prerequisites for majors: junior standing, completion of FREN 321 Introduction to French Literary Studies, and a GPA of 3.000 in French courses. Prerequisites for nonmajors: junior standing, FREN 202 Intermediate French II: Reading in Cultural Context, and a GPA of 3.000 in French courses.

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. Prerequisite and/or restriction: GERM 202 Intermediate German II and a GPA of 3.000 in German courses.

Japanese

The following programs satisfy the overseas study requirement for the East Asian studies major and the foreign languages major with Japanese as the primary language. The Kansai Gaidai and Waseda programs are recommended for students pursuing these majors. All four programs are highly recommended for Japanese minors.

- Fall and/or spring semester at Kansai Gaidai in Osaka, Japan. Prerequisite and/or restriction: JAPN 102 Beginning Japanese II and an overall GPA of 3.000.
- Fall and/or spring semester at Osaka Gakuin in Osaka, Japan. Prerequisite and/or restriction: JAPN 102 Beginning Japanese II and an overall GPA of 3.000. Language intensive.
- Full year at Waseda University in Tokyo, Japan. In cooperation with Waseda, Lewis & Clark offers advanced students a full year of Japanese language study. Prerequisite and/or restriction: JAPN 310 Readings and Composition in Japanese and a GPA of 3.000 in language study.
- Fall and/or spring semester at Hokusei Gakuen University in Sapporo, Japan. Prerequisite and/or restriction: JAPN 102 Beginning Japanese II.

Russian

The following programs are available:

- Fall and/or spring semester language-intensive program in St. Petersburg or Vladivostok, Russia. Suitable for foreign languages majors with Russian as

the primary language, as well as Russian minors and nonmajors. Prerequisite and/or restriction: two years of college Russian and a GPA of 3.000 in Russian courses.

- Fall or spring semester area study program in St. Petersburg, Russia. Suitable for Russian minors and nonmajors. Prerequisite and/or restriction: RUSS 102 Beginning Russian II and a GPA of 3.000 in Russian courses.

Spanish

Hispanic studies majors and foreign language majors with Spanish as the primary language are required to participate in at least a one-semester program in Santo Domingo, Dominican Republic; Santiago or Valparaiso, Chile; or Alicante, Spain. These programs require a GPA of 3.000 in Spanish courses. The department recommends that Hispanic studies majors spend a full year in one of these programs or combine a semester in one program with a semester at another site. All programs are also open to foreign languages majors and nonmajors.

- Biennial spring semester program in Seville, Spain. Prerequisite and/or restriction: SPAN 201 Intermediate Spanish I. Suitable for foreign languages majors with Spanish as the secondary language and nonmajors. Not suitable for Hispanic studies majors and foreign languages majors with Spanish as the primary language, except as a second Spanish overseas program.
- Fall and/or spring semester program in Santiago de los Caballeros, Dominican Republic. Prerequisite and/or restriction: SPAN 202 Intermediate Spanish II. Suitable for foreign languages majors with Spanish as the secondary language and nonmajors. Not suitable for Hispanic studies majors and foreign languages majors with Spanish as the primary language, except as a second Spanish overseas program.
- Fall and/or spring program in Santo Domingo, Dominican Republic. Prerequisite and/or restriction: SPAN 321 Introduction to Literary Studies or prior participation in the Santiago de los Caballeros. Suitable for all students.
- Fall and/or spring program in Santiago, Chile, and/or in Valparaiso, Chile. Prerequisite and/or restriction: SPAN 321 Introduction to Literary Studies or prior participation in the Santiago de los Caballeros. Suitable for all students.
- Fall and/or spring program in Alicante, Spain. Prerequisite and/or restriction: SPAN 321 Introduction to Literary Studies or prior participation in the Santiago de los Caballeros. Suitable for all students.

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 an 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 twelfth 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 courses required for the major.

Faculty

Katharina Altpeter-Jones. Associate professor of German. German, medieval and early modern German literature, women writers. Ph.D. 2003 Duke University. M.A. 1995 Bayerische Julius-Maximilians-Universität, Würzburg, Germany.

Vanesa Arozamena. Visiting assistant professor of Spanish. Spanish language and literature. Ph.D. 2010, M.A. 2005 University of Minnesota. B.A. 2001 Universidad de Deusto.

Therese Augst. Associate professor of German. German, German literature and culture of the 18th through 20th centuries, intellectual history, critical theory. Ph.D. 1997, M.A. 1992 University of California at Santa Barbara. B.A. 1989 University of California at Davis.

Cecilia I. Benenati. Instructor in Spanish. Spanish language. M.A. 1987 Universidad Nacional de Cuyo.

Philippe Brand. Assistant professor of French. French, 19th-, 20th-, and 21st-century French and Francophone literature and culture. Ph.D. 2011, M.A. 2006, B.A. 1998 University of Colorado at Boulder.

Adelaide Byrum. Instructor in Arabic. Arabic language. M.A. 2013 University of Michigan. B.A. 2009 Georgetown University.

Keith Dede. Associate professor of Chinese. Chinese language and linguistics. Ph.D. 1999, M.A. 1993, B.A. 1988 University of Washington.

Isabelle DeMarte. Associate professor of French. French, 17th- and 18th-century French literature. Ph.D. 1999, M.A. 1993 Michigan State University. M.A. 1992 Université Blaise Pascal. B.A. 1990 Université de la Sorbonne Nouvelle.

Gordon Kelly. Associate professor with term of humanities, director of the Classics Program. Latin and Greek language and literature, Roman and Greek history. Ph.D. 1999, M.A. 1993 Bryn Mawr College, B.A. 1991 Rutgers University, B.A. 1985 Villanova University.

Atsuko Kurogi. Instructor in Japanese. Japanese. Ed.D. 1998, M.A. 1990 Portland State University. B.A. 1982 Notre Dame Seishi University.

Meiru Liu. Instructor in Chinese. Chinese language. Ph.D. 1996, M.A. 1991 Portland State University. M.A. 1987 Beijing Foreign Studies University. B.A. 1980 Tianjin Normal University.

Megan McDonald. Instructor in Spanish. Spanish language. M.A. 1994, B.A. 1992 University of Oregon.

S. Hugo Moreno. Visiting assistant professor of Spanish. Spanish language and literature. Ph.D. 2001, M.A. 1997, Cornell University. M.S. 1993, University of Wisconsin-

Madison. M.A. 1992 University of Texas at El Paso. B.S. 1985 Texas A&M University.

Laura Mulas. Instructor in Spanish. Spanish. M.A. 2010 Portland State University. B.S. Medical College of Virginia.

Claudia Nadine. Associate professor with term of French. 19th-century French literature. Ph.D. 1994, M.A. 1987, B.A. 1984, B.S. 1983 University of California at Irvine. A.A. 1980 Stephens College.

Tatiana Osipovich. Associate professor of Russian. Russian literature, language, culture. Ph.D. 1989, M.A. 1983 University of Pittsburgh. B.A. 1974 Pedagogical Institute, Archangelsk.

Rebecca Pyatkevich. Visiting assistant professor of Russian. Ph.D. 2010, M.Phil. 2005, M.A. 2002 Columbia University. B.A. 2000 Dartmouth College.

Matthieu P. Raillard. Associate professor of Hispanic studies. Hispanic studies, 18th- and 19th-century Peninsular Spanish literature. Ph.D. 2004, M.A. 2000 University of Virginia. B.A. 1998 Colgate University.

Molly Robinson Kelly. Associate professor of French, chair of the Department of Foreign Languages and Literatures. French, medieval literature, place and literature, Albert Cohen. Ph.D. 2000, M.A. 1996 Princeton University. M.A. 1994, B.A. 1992 Université Catholique de Louvain.

Bruce Suttmeier. Associate professor of Japanese. Japanese language, contemporary Japanese literature. Ph.D. 2002, A.M. 1994 Stanford University. B.S. 1991 University of Rochester.

Marie-Eve Thifault. Instructor in French. French. M.A. 2003 San Diego State University. B.A. 1999 Université du Québec à Montréal. D.S.C. 1995 Édouard-Montpetit College.

Juan Carlos Toledano Redondo. Associate professor of Hispanic studies. Hispanic studies, 19th- and 20th-century Spanish American literature, Hispanic-Caribbean literature. Ph.D. 2002 University of Miami. B.A. 1996 Universidad de Granada.

Freddy O. Vilches. Associate professor of Hispanic studies, director of the Hispanic Studies Program. Hispanic studies, contemporary Spanish American literature, poetry, and song, Latin American cultural studies. Ph.D. 2006, M.A. 1993, B.A. 1991 University of Oregon.

Wendy Woodrich. Senior lecturer in foreign languages. Spanish language, Latin American literature and culture, Hispanics in the United States. Ph.D. 1992 University of Oregon. M.A. 1977 University of Nevada at Las Vegas. B.A. 1975 Lewis & Clark College.

Linguistics

FL 240 Introduction to Linguistics

Faculty: Dede.

Content: An introduction to the scientific study of language. Explores the methodology linguists use to investigate language, as well as the ways in which language study 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 firsthand investigation.

Prerequisites: The completion of one foreign language through the 201 level.

Restrictions: Sophomore standing.

Usually offered: Annually, spring semester.

Semester credits: 4.

Arabic

ARB 101 Beginning Arabic I

Faculty: Foreign Language Faculty.

Content: Introduction to Modern Standard Arabic.

Emphasis on reading and writing, pronunciation, comprehension of basic texts, vocabulary, basic grammar and syntax, and media to facilitate the learning of simple communication in common spoken Arabic.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

ARB 102 Beginning Arabic II

Faculty: Foreign Languages Faculty.

Content: Continued introduction to Modern Standard Arabic. Emphasis on reading and writing, pronunciation, comprehension of basic texts, vocabulary, basic grammar and syntax, and media to facilitate further learning of simple communication in common spoken Arabic.

Prerequisites: ARB 101.

Usually offered: Annually, spring semester.

Semester credits: 4.

ARB 201 Intermediate Arabic I

Faculty: Foreign Languages Faculty.

Content: Continued development of language skills in Modern Standard Arabic. Emphasis on acquiring the more complex vocabulary and grammar to achieve proficiency in reading, writing, and speaking on topics related to daily life. Basic introduction to Arabic-speaking cultures.

Prerequisites: ARB 102 or placement exam.

Usually offered: Annually, fall semester.

Semester credits: 4.

Chinese

CHIN 101 Beginning Chinese I

Faculty: Dede, Foreign Languages and Literatures Faculty.

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 200 characters). Contemporary culture introduced in the context of language learning.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

CHIN 102 Beginning Chinese II

Faculty: Dede, Foreign Languages and Literatures Faculty.

Content: Continued introduction to basic structures of Standard Chinese and development of elementary ability to converse, read, and write on topics of daily life.

Continued emphasis on communicative competence, with expanding written communicative component (approximately 250 Chinese characters).

More contemporary culture introduced in the context of language learning.

Prerequisites: CHIN 101 or placement exam.

Usually offered: Annually, spring semester.

Semester credits: 4.

CHIN 201 Intermediate Chinese I

Faculty: Dede, Liu.

Content: Continuing development of ability to converse, read, and write on topics of daily life and general concern in Standard Chinese. Addition of 200 characters.

Prerequisites: CHIN 102 or equivalent.

Usually offered: Annually, fall semester.

Semester credits: 4.

CHIN 202 Intermediate Chinese II

Faculty: Dede, Liu.

Content: Continuing development of ability to converse, read, and write on topics of daily life and general concern in Standard Chinese. Addition of 300 characters.

Introduction to reading characters in their traditional forms. Basic expository writing.

Prerequisites: CHIN 201 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 4.

CHIN 230 Introduction to Chinese Literature in Translation

Faculty: Dede.

Content: Introduction to themes in the Chinese literary tradition. English translations of poetry, prose, fiction, drama from the 11th century B.C.E. 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. The CHIN 230 and CHIN 231 options may not be taken simultaneously. Taught in English; no background in Chinese language or literature required. With consent of instructor, may be taken twice for credit.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CHIN 231 Introduction to Chinese Literature in Translation

Faculty: Dede.

Content: Intended for East Asian studies majors with a concentration in fine arts, literature, and languages. Successful completion of the course satisfies the methodology requirement. Students enrolled in CHIN 231 will complete all work assigned for CHIN 230 and, in addition, will complete extra readings and assignments on the theories and methodologies for literary and cultural analysis. Must be taken prior to enrolling in EAS 400. CHIN 230 and CHIN 231 cannot be taken simultaneously. CHIN 231 cannot be repeated for credit. Taught in English.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CHIN 244 Chinese Practicum

Faculty: Dede.

Content: Practicum to be determined in consultation with faculty member. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

CHIN 251 Chinese Conversation

Faculty: Foreign Languages and Literatures Faculty.

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. CHIN 251 and CHIN 252 may each be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

Prerequisites: CHIN 201 or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 2.

CHIN 252 Chinese Conversation

Faculty: Foreign Languages and Literatures Faculty.

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. CHIN 251 and CHIN 252 may each be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.

Prerequisites: CHIN 201 or consent of instructor.

Usually offered: Annually, spring semester.

Semester credits: 2.

CHIN 290 Topics in Chinese Literature in Translation

Faculty: 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. The CHIN 290 and CHIN 291 options may not be taken simultaneously. Taught in English; no background in Chinese language or literature required. With consent of instructor, may be taken twice for credit.

Prerequisites: None. CHIN 230 or CHIN 231 recommended.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CHIN 291 Topics in Chinese Literature in Translation

Faculty: Dede.

Content: Intended for East Asian studies majors with a concentration in fine arts, literature, and languages. Successful completion of the course satisfies the methodology requirement. Students enrolled in CHIN 291 will complete all work assigned for CHIN 290 and, in addition, will complete extra readings and assignments on the theories and methodologies for literary and cultural analysis. Must be taken prior to enrolling in EAS 400. CHIN 290 and CHIN 291 cannot be taken simultaneously. CHIN 291 cannot be repeated for credit. Taught in English.

Prerequisites: None. CHIN 230 or CHIN 231 recommended.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CHIN 299 Chinese Independent Study

Faculty: Dede, Liu.

Content: Independent study of language, literature, or culture. Students design the course-including title, content, means of evaluation, and amount of academic credit-in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

CHIN 310 Readings and Composition in Chinese

Faculty: 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. With consent of instructor, may be taken twice for credit.

Prerequisites: CHIN 202 or equivalent, or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 4.

CHIN 320 Advanced Readings in Chinese

Faculty: 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. With consent of instructor, may be taken twice for credit.

Prerequisites: CHIN 202 or equivalent, or consent of instructor. CHIN 310 recommended.

Usually offered: Annually, spring semester.

Semester credits: 4.

CHIN 410 Advanced Readings in Chinese: Society and Culture

Faculty: 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. With consent of instructor, may be taken twice for credit.

Prerequisites: CHIN 320 or equivalent, or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 4.

CHIN 444 Chinese Practicum

Faculty: Dede, Liu.

Content: Advanced Chinese language students lead beginning and intermediate students in conversation groups and in discussions of Chinese culture. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

CHIN 490 Chinese Honors Thesis

Faculty: Dede.

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.

Prerequisites: None.

Restrictions: Senior standing and consent of instructor and department required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

CHIN 499 Chinese Independent Study

Faculty: Dede, Liu.

Content: Independent study of language, literature, or culture. Students design the course - including title, content, means of evaluation, and amount of academic credit - in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall, spring, and summer.

Semester credits: 1-4.

French**FREN 101 Beginning French I**

Faculty: Foreign Languages and Literatures Faculty.

Content: Introduction to 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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

FREN 102 Beginning French II

Faculty: Foreign Languages and Literatures Faculty.

Content: Continued study of the basic vocabulary and structural patterns of the French language. Further development of oral skills, with increased emphasis on writing practice. Practical conversations dealing with all aspects of traditional French and Francophone culture.

Prerequisites: FREN 101 or placement exam.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

FREN 201 Intermediate French I

Faculty: Foreign Languages and Literatures Faculty.

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, as well as audio and video materials.

Prerequisites: FREN 102 or placement exam.

Usually offered: Annually, fall semester.

Semester credits: 4.

FREN 202 Intermediate French II: Reading in Cultural Context

Faculty: Foreign Languages and Literatures Faculty.
 Content: Builds reading, writing, and speaking skills while broadening cultural background through a wide variety of texts and multimedia materials in French. Emphasis on gaining familiarity with the texts and contexts of French and Francophone culture while improving mastery of spoken and written French.
 Prerequisites: FREN 201 or placement exam.
 Usually offered: Annually, spring semester.
 Semester credits: 4.

FREN 230 French Literature in Translation

Faculty: Brand, DeMarte, Robinson Kelly, Nadine.
 Content: 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. May be taken twice for credit with change of topic.
 Prerequisites: None.
 Usually offered: Alternate Years, fall and spring semester.
 Semester credits: 4.

FREN 244 French Practicum

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: Possible practica include the following: 1) Independent work dealing with a French/Francophone project under faculty supervision. 2) Advanced students leading beginning French discussion groups. Credit-no credit. May be repeated for credit.
 Prerequisites: None.
 Restrictions: Sophomore standing and consent required.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 1-4.

FREN 261 Conversational French

Faculty: Foreign Languages and Literatures Faculty.
 Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. FREN 261 and FREN 262 may each be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-No Credit.
 Prerequisites: FREN 202.
 Usually offered: Annually, fall semester.
 Semester credits: 2.

FREN 262 Conversational French

Faculty: Foreign Languages and Literatures Faculty.
 Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. FREN 261 and FREN 262 may each be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-No credit.
 Prerequisites: FREN 202.
 Usually offered: Annually, spring semester.
 Semester credits: 2.

FREN 299 French Independent Study

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: Independent study of language, literature, or culture. Students design the course - including title, content, means of evaluation, and amount of academic credit - in consultation with faculty member. May be repeated for credit.
 Prerequisites: None.
 Restrictions: Sophomore standing and consent required.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 1-4.

FREN 301 French Composition and Conversation

Faculty: Brand, 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. Group discussions, individual projects, midterm, final.
 Prerequisites: FREN 202 or placement exam.
 Usually offered: Annually, fall semester.
 Semester credits: 4.

FREN 321 Introduction to French Literary Studies

Faculty: Brand, 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 introduction to techniques of literary analysis (explication de texte). Group discussions, individual projects, midterm, final.
 Prerequisites: FREN 301 or consent of instructor.
 Usually offered: Annually, spring semester.
 Semester credits: 4.

FREN 330 Francophone Literature

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: 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.
 Prerequisites: FREN 321 or equivalent.
 Usually offered: Alternate Years, fall semester.
 Semester credits: 4.

FREN 340 French Literature and Society

Faculty: Brand, 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, oral presentations, short response papers, research paper. May be repeated once for credit, with change of topic.
 Prerequisites: FREN 321 or equivalent.
 Usually offered: Alternate Years, fall semester.
 Semester credits: 4.

FREN 350 Topics in French and Francophone Literature

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: Special topic pertaining to prominent issues of French and/or Francophone literature. 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. May be taken twice for credit with change of topic.

Prerequisites: FREN 321 or equivalent.
 Usually offered: Annually, spring semester.
 Semester credits: 4.

FREN 410 Major Periods in French Literature

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: Major trends in French literature from the Middle Ages to the 20th century. Emphasis on stylistics and fine points of idiomatic usage. Further development of techniques of literary analysis. Class discussion, oral presentations, short papers, research paper.

Prerequisites: FREN 321.
 Restrictions: Senior standing required.
 Usually offered: Annually, fall semester.
 Semester credits: 4.

FREN 444 French Practicum

Faculty: Brand, 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 a local French-immersion school. Credit-no
 credit. May be repeated for credit.

Prerequisites: None.
 Restrictions: Sophomore standing and consent required.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 1-4.

FREN 450 Special Topics

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: Special topics or issues of French/Francophone literature and culture. Emphasis on stylistics, fine points of idiomatic usage and academic writing. Extensive oral and written work culminating in a research paper written and presented in French.

Prerequisites: FREN 321.
 Restrictions: Senior standing required.
 Usually offered: Annually, spring semester.
 Semester credits: 4.

FREN 490 French Honors Thesis

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.
 Credit-no credit.
 Prerequisites: None.
 Restrictions: Senior standing, consent of instructor and department required.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 4.

FREN 499 French Independent Study

Faculty: Brand, DeMarte, Robinson Kelly.
 Content: Independent study of language, literature, or culture. Students design the course - including title, content, means of evaluation, and amount of academic credit - in consultation with faculty member. May be repeated for credit.
 Prerequisites: None.
 Restrictions: Sophomore standing and consent required.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 1-4.

German**GERM 101 Beginning German I**

Faculty: 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 activities. Interactive computer exercises for individual student practice. Oral projects. Web-based activities.
 Prerequisites: None.
 Usually offered: Annually, fall semester.
 Semester credits: 4.

GERM 102 Beginning German II

Faculty: Altpeter-Jones.
 Content: Continued study 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 activities. 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.
 Prerequisites: GERM 101 or placement exam.
 Usually offered: Annually, spring semester.
 Semester credits: 4.

GERM 201 Intermediate German I

Faculty: Augst.
 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.
 Prerequisites: GERM 102 or placement exam.
 Usually offered: Annually, fall semester.
 Semester credits: 4.

GERM 202 Intermediate German II

Faculty: Augst.

Content: Continued 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.
Prerequisites: GERM 201 or placement exam.
Usually offered: Annually, spring semester.
Semester credits: 4.

GERM 230 German Literature in Translation

Faculty: Altpeter-Jones, Augst.

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, Deconstructing the German Fairy Tale, Topics of Migration and Integration in Contemporary German Culture, and German Film. Taught in English: No background in German language or literature required. May be taken twice for credit with change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

GERM 244 German Practicum

Faculty: Altpeter-Jones, Augst.

Content: Advanced language students lead beginning German students in weekly discussions of German instructional films. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GERM 251 German Conversation

Faculty: Foreign Languages and Literatures Faculty.

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. Practice of vocabulary, idioms, and patterns of language. GERM 251 and GERM 252 may each be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.
Prerequisites: GERM 201.
Usually offered: Annually, fall semester.
Semester credits: 2.

GERM 252 German Conversation

Faculty: Foreign Languages and Literatures Faculty.

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. Practice of vocabulary, idioms, and patterns of language. GERM 251 and GERM 252 may each be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.
Prerequisites: GERM 201.
Usually offered: Annually, spring semester.
Semester credits: 2.

GERM 299 German Independent Study

Faculty: Altpeter-Jones, Augst.

Content: Independent study of language, literature, or culture. Students design the course-including title, content, means of evaluation, and amount of academic credit-in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GERM 301 German Composition and Conversation

Faculty: Altpeter-Jones, Augst.

Content: Oral expression and creative and expository writing with grammar review and practice of new grammatical material and idiomatic usage. 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.
Prerequisites: GERM 202 or placement exam.
Usually offered: Annually, fall semester.
Semester credits: 4.

GERM 321 Introduction to Literary Studies

Faculty: Altpeter-Jones, Augst.

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.
Prerequisites: GERM 301 or consent of instructor.
Usually offered: Annually, spring semester.
Semester credits: 4.

GERM 350 Topics in German Literature and Culture

Faculty: Altpeter-Jones, Augst.

Content: Exploration of prominent issues in the literature and culture of German-speaking countries. Topics will vary and may include the study of a genre, literary movement, historical period, or theme: fairy tale, film, Romanticism, literature of the 21st century, Austrian and Swiss literature and culture, and Migrantenliteratur. Focus on linguistic, literary, and cultural proficiency through extensive oral and written work and final examination.

Prerequisites: GERM 321 or equivalent.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

GERM 410 Major Periods in German Literature From the Beginning to Enlightenment

Faculty: Altpeter-Jones.

Content: Introduction to the literature and culture of the early Middle Ages, the courtly period of the 12th century, the later Middle Ages, the Reformation, and the baroque period. Close reading of texts and development of writing and speaking proficiency, culminating in a research paper written and presented in German.

Prerequisites: GERM 321 or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 4.

GERM 411 Major Periods of German Literature From the Enlightenment to the Present

Faculty: Rischer (Munich)

Content: The major literary periods of German literature from the Enlightenment to the present through theatre. Students read and discuss plays by writers such as Lessing, Goethe, Schiller, and Brecht in their social and literary contexts, and then see the plays performed onstage. Close reading of texts and development of writing and speaking proficiency, culminating in a critique of a play. Offered on Munich overseas program.

Prerequisites: GERM 202 or equivalent.

Restrictions: Sophomore standing and acceptance into Munich overseas program.

Usually offered: Annually, spring semester.

Semester credits: 4.

GERM 422 German Culture and Civilization (Landeskunde)

Faculty: Haas (Munich)

Content: 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. Offered on Munich overseas program.

Prerequisites: GERM 202 or equivalent.

Restrictions: Sophomore standing and acceptance into Munich overseas program.

Usually offered: Annually, fall semester.

Semester credits: 4.

GERM 444 German Practicum

Faculty: Augst.

Content: Advanced language students lead intermediate German students in weekly discussions of German instructional films. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

GERM 450 Special Topics In German

Faculty: Augst.

Content: Special topics pertaining to prominent issues of German literature and culture. Explores primary texts in the context of current critical discourses. Topic varies. Recent topics include Modernism and the City: Vienna, Paris, Berlin. Proficiency practiced through extensive oral and written work culminating in a research paper written and formally presented in German. May be taken twice for credit with change of topic.

Prerequisites: GERM 321.

Usually offered: Annually, spring semester.

Semester credits: 4.

GERM 490 German Honors Thesis

Faculty: Altpeter-Jones, Augst.

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Credit-no credit.

Prerequisites: None.

Restrictions: Senior standing, consent of instructor and department required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

GERM 499 German Independent Study

Faculty: Altpeter-Jones, Augst.

Content: Independent study of the language, literature, or culture. Students design the course-including title, content, means of evaluation, and amount of academic credit-in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Greek**GRK 101 Classical Greek I**

Faculty: Kelly, 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 toward the foreign languages requirement.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

GRK 102 Classical Greek II

Faculty: Kelly, 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 toward the foreign languages requirement.

Prerequisites: GRK 101 or placement exam.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

GRK 201 Readings in Hellenistic and Classical Greek

Faculty: Kugler.

Content: Readings in the religious and secular literature of the Hellenistic and Classical periods. May be used to fulfill the foreign language requirement.

Prerequisites: GRK 102 or consent of instructor.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

GRK 202 Advanced Readings in Classical Greek

Faculty: Kelly, Kugler.

Content: Advanced readings in the religious and secular literature of the Classical periods.

Prerequisites: Greek 201.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

GRK 299 Greek Independent Study

Faculty: Kelly, Kugler.

Content: Independent study of language and literature. Focus on reading and translating relevant ancient texts. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

GRK 301 Advanced Greek: Tragedy and Epic

Faculty: Kugler, Kelly.

Content: A fifth semester of Classical Greek for students who have completed through GRK 202 or achieved the corresponding level of competency. Focus is on tragedy and epic.

Prerequisites: GRK 202.

Restrictions: Sophomore standing required.

Usually offered: Every third year, fall semester.

Semester credits: 4.

GRK 302 Advanced Greek: Poetry

Faculty: Kugler, Kelly.

Content: A sixth semester of Classical Greek for students who have completed through GRK 202 or achieved the corresponding level of competency. Focus is on tragedy and epic.

Prerequisites: GRK 301.

Restrictions: Sophomore standing.

Usually offered: Every third year, spring semester.

Semester credits: 4.

GRK 499 Greek Independent Study

Faculty: Kelly, Kugler.

Content: Independent study of language and literature.

Focus on reading, translating, and commenting on relevant ancient texts. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Japanese**JAPN 101 Beginning Japanese I**

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

JAPN 102 Beginning Japanese II

Faculty: Kurogi, Suttmeier.

Content: Continued 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.

Prerequisites: JAPN 101 or placement exam.

Usually offered: Annually, spring semester.

Semester credits: 4.

JAPN 201 Intermediate Japanese I

Faculty: Kurogi.

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.

Prerequisites: JAPN 102 or equivalent.

Usually offered: Annually, fall semester.

Semester credits: 4.

JAPN 202 Intermediate Japanese II

Faculty: Kurogi.

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.

Prerequisites: JAPN 201 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 4.

JAPN 230 Introduction to Japanese Literature in Translation

Faculty: 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. The JAPN 230 and JAPN 231 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required.

May be taken twice for credit with a change of topic.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

JAPN 231 Introduction to Japanese Literature in Translation

Faculty: Suttmeier.

Content: Intended for East Asian studies majors with a concentration in fine arts, literature, and languages. Successful completion of the course satisfies the methodology requirement. Students enrolled in JAPN 231 will complete all work assigned for JAPN 230 and, in addition, will complete extra readings and assignments on the theories and methodologies for literary and cultural analysis. Must be taken prior to enrolling in EAS 400.

JAPN 230 and JAPN 231 cannot be taken simultaneously.

JAPN 231 cannot be repeated for credit. Taught in English.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

JAPN 244 Japanese Practicum

Faculty: Suttmeier.

Content: Practicum to be determined in consultation with faculty member. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

JAPN 251 Japanese Conversation

Faculty: Foreign Languages and Literatures Faculty.

Content: 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. JAPN 251 and JAPN 252 may each be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.

Prerequisites: JAPN 201 or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 2.

JAPN 252 Japanese Conversation

Faculty: Foreign Languages and Literatures Faculty.

Content: 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. JAPN 251 and JAPN 252 may each be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.

Prerequisites: JAPN 201 or consent of instructor.

Usually offered: Annually, spring semester.

Semester credits: 2.

JAPN 290 Topics in Japanese Literature in Translation

Faculty: 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. The JAPN 290 and JAPN 291 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required. With consent of instructor, may be taken twice for credit.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

JAPN 291 Topics in Japanese Literature in Translation

Faculty: Suttmeier.

Content: Intended for East Asian studies majors with a concentration in fine arts, literature, and languages. Satisfies the methodology requirement. Students enrolled in JAPN 291 complete all work assigned for JAPN 290, as well as extra readings and assignments on the theories and methodologies for literary and cultural analysis. Must be taken prior to enrolling in EAS 400. JAPN 290 and JAPN 291 cannot be taken simultaneously. JAPN 291 cannot be repeated for credit. Taught in English.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

JAPN 299 Japanese Independent Study

Faculty: Suttmeier, Foreign Languages and Literatures Faculty.

Content: Independent study of language, literature, or culture. Students design the course ~ including title, content, means of evaluation, and amount of academic credit ~ in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

JAPN 310 Readings and Composition in Japanese

Faculty: Suttmeier, Foreign Language and Literatures Faculty.

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. With consent of instructor, may be taken twice for credit.

Prerequisites: JAPN 202 or equivalent, or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 4.

JAPN 320 Readings and Composition in Japanese II

Faculty: Kurogi, 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. With consent of instructor, may be taken twice for credit.

Prerequisites: JAPN 202 or equivalent, or consent of instructor. JAPN 310 recommended.

Usually offered: Annually, spring semester.

Semester credits: 4.

JAPN 410 Advanced Readings in Japanese: Society and Culture

Faculty: Kurogi.

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. With consent of instructor, may be taken twice for credit.

Prerequisites: JAPN 320 or equivalent, or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 4.

JAPN 420 Advanced Readings in Japanese: Fiction and Nonfiction

Faculty: Suttmeier, Foreign Languages and Literatures Faculty.

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 Kawabata, Murakami, Tanizaki, others. Emphasis on close reading, analytical writing, detailed discussion of the texts. Topics vary from year to year. With consent of instructor, may be taken twice for credit.

Prerequisites: JAPN 320 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 4.

JAPN 444 Japanese Practicum

Faculty: Suttmeier, Foreign Languages and Literatures Faculty.

Content: Advanced Japanese language students lead beginning and intermediate students in conversation groups and in discussions of Japanese culture, including instructional films. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

JAPN 490 Japanese Honors Thesis

Faculty: Suttmeier.

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.

Prerequisites: None.

Restrictions: Senior standing and consent of instructor and department required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

JAPN 499 Japanese Independent Study

Faculty: Suttmeier, Foreign Languages and Literature Faculty.

Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Latin**LATN 101 Beginning Latin I**

Faculty: Kelly.

Content: Emphasis on basic vocabulary and grammar necessary to read Latin texts of the Classical period.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

LATN 102 Beginning Latin II

Faculty: Kelly.

Content: Emphasis on basic vocabulary and grammar necessary to read Latin texts of the Classical period.

Prerequisites: LATN 101 or placement exam.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

LATN 201 Intermediate Latin I

Faculty: Kelly.

Content: Continued work on expanding basic vocabulary and understanding of grammar covered in LATN 101, LATN 102. Emphasis on reading Latin texts of the Classical period. May be used toward the foreign language requirement.

Prerequisites: LATN 102 or equivalent.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

LATN 202 Advanced Readings in Latin

Faculty: Kelly.

Content: Readings in Advanced Latin. Emphasis on reading Latin texts of the Classical period.

Prerequisites: LATN 201.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

LATN 299 Latin Independent Study

Faculty: Kelly.

Content: Independent study of language and literature.

Focus on reading and translating relevant ancient texts.

Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

LATN 499 Latin Independent Study

Faculty: Kelly.

Content: Independent research dealing with the language and literature of the Latin speaking world. Students focus on reading, translating, and commenting on relevant ancient texts. They design the course in consultation with a faculty member as to title, content, means of evaluation, and amount of academic credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Russian**RUSS 101 Beginning Russian I**

Faculty: Osipovich, Pyatkevich.

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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

RUSS 102 Beginning Russian II

Faculty: Osipovich, Pyatkevich.

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.

Prerequisites: RUSS 101 or placement.

Usually offered: Annually, spring semester.

Semester credits: 4.

RUSS 201 Intermediate Russian I

Faculty: Osipovich, Pyatkevich.

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.

Prerequisites: RUSS 102 or placement exam.

Usually offered: Annually, fall semester.

Semester credits: 4.

RUSS 202 Intermediate Russian II

Faculty: Osipovich, Pyatkevich.

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.

Prerequisites: RUSS 201.

Usually offered: Annually, spring semester.

Semester credits: 4.

RUSS 230 Introduction to Russian Literature in Translation

Faculty: Osipovich.

Content: Introduction to themes central to Russian literature. English translations of literary works of various genres and from different periods. Lectures, discussions, student reader journals, essays, and term paper. Taught in English; no background in Russian language or literature required. May be taken twice for credit with a change of topic.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RUSS 244 Russian Practicum

Faculty: Osipovich.

Content: Advanced Russian students lead beginning Russian students in weekly discussion groups. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RUSS 251 Russian Conversation

Faculty: Foreign Languages and Literatures Faculty.

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, and skits. Credit-no credit. May be taken twice for credit.

Prerequisites: RUSS 201 or consent of instructor.

Usually offered: Annually, fall semester.

Semester credits: 2.

RUSS 252 Russian Conversation

Faculty: Foreign Languages and Literatures Faculty.

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. May be taken twice for credit. Credit-no Credit.

Prerequisites: RUSS 201 or consent of instructor.

Usually offered: Annually, spring semester.

Semester credits: 2.

RUSS 290 Topics in Russian Literature and Culture in Translation

Faculty: Osipovich, Pyatkevich.

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 twentieth-century literature and film, fairy tales, women in literature and culture, contemporary society and culture, Russian laughter in literature and film. With consent of instructor, may be taken twice for credit.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RUSS 299 Russian Independent Study

Faculty: Osipovich.

Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RUSS 330 Readings and Conversation in Russian

Faculty: Osipovich, Pyatkevich.

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. May be taken twice for credit with change of topic.

Prerequisites: RUSS 202 or equivalent.

Usually offered: Annually, fall semester.

Semester credits: 4.

RUSS 351 Russian Composition and Conversation

Faculty: Osipovich, Pyatkevich.

Content: Development of oral and written communication skills through readings, video viewing, discussions, and compositions based on materials selected from Russian literature, culture, and cinema. Topics vary from year to year. Previous topics include contemporary Russian cinema, life in modern Russia, and Russian youth culture. Emphasis is on developing proficiency in spoken and written Russian with correct grammar, syntax, and style. May be taken twice for credit with change of topic.

Prerequisites: RUSS 202 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 4.

RUSS 420 Advanced Readings in Russian: Fiction and Nonfiction

Faculty: Osipovich, Pyatkevich.

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. May be taken twice for credit.

Prerequisites: RUSS 351 or consent of instructor.

Usually offered: Annually, spring semester.

Semester credits: 4.

RUSS 444 Russian Practicum

Faculty: Osipovich, Foreign Languages and Literatures Faculty.

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. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Consent of instructor and sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RUSS 490 Russian Honors Thesis

Faculty: Osipovich.

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Credit-no credit.

Prerequisites: None.

Restrictions: Senior standing and instructor and department consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

RUSS 499 Russian Independent Study

Faculty: Osipovich.

Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Spanish

The Spanish Placement Exam is offered online at go.lclark.edu/spanish. During the summer, students may take the exam online, and during the academic year it may be taken as a proctored exam in the ILC on campus. The results of the Spanish Placement Exam are valid for one year. Questions about this process may be addressed to spt@lclark.edu.

SPAN 101 Beginning Spanish I

Faculty: Foreign Languages and Literatures Faculty.

Content: Basic vocabulary and structural patterns of Spanish. Present, past, and future tenses. Aspects of Hispanic culture. Practice in using the language: oral comprehension and development of skills in speaking, reading, and writing Spanish. Interactive learning center for individual student practice.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

SPAN 102 Beginning Spanish II

Faculty: Foreign Languages and Literatures Faculty.

Content: Continued study of basic vocabulary and structural patterns of Spanish. Present, past, and future tenses. Aspects of Hispanic culture. Practice in using the language: oral comprehension and development of skills in speaking, reading, and writing Spanish. Interactive learning center for individual student practice.

Prerequisites: SPAN 101 or placement exam.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

SPAN 201 Intermediate Spanish I

Faculty: Foreign Languages and Literatures Faculty.

Content: Study of grammar, vocabulary, culture, and civilization. All verb tenses and moods, including the subjunctive. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.

Prerequisites: SPAN 102 or placement exam.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

SPAN 202 Intermediate Spanish II

Faculty: Foreign Languages and Literatures Faculty.

Content: Continued study of grammar, vocabulary, culture, and civilization. All verb tenses and moods. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.

Prerequisites: SPAN 201 or equivalent, or placement exam.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

SPAN 230 Hispanic Literature in Translation

Faculty: Raillard, Toledano, Vilches, Woodrich.

Content: Major works of Latin American and Spanish literature. Topics vary from year to year. Taught in English; no background in Spanish language or Hispanic literature required. May be taken twice for credit with change of topic.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

SPAN 251 Intermediate Conversational Spanish

Faculty: Foreign Languages and Literatures Faculty.

Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. SPAN 251 and SPAN 252 may be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.

Prerequisites: SPAN 102.

Usually offered: Annually, fall semester.

Semester credits: 2.

SPAN 252 Intermediate Conversational Spanish

Faculty: Foreign Languages and Literatures Faculty.

Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. SPAN 251 and SPAN 252 may be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.

Prerequisites: SPAN 102.

Usually offered: Annually, spring semester.

Semester credits: 2.

SPAN 261 Advanced Conversational Spanish

Faculty: Foreign Languages and Literatures Faculty.
 Content: Development of advanced speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. SPAN 261 and SPAN 262 may be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.
 Prerequisites: SPAN 301.
 Usually offered: Annually, fall semester.
 Semester credits: 2.

SPAN 262 Advanced Conversational Spanish

Faculty: Foreign Languages and Literatures Faculty.
 Content: Development of advanced speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. SPAN 261 and SPAN 262 may be taken twice for credit or taken in sequence for a maximum of 4 credits. Credit-no credit.
 Prerequisites: SPAN 301.
 Usually offered: Annually, spring semester.
 Semester credits: 2.

SPAN 299 Spanish Independent Study

Faculty: Raillard, Toledano, Vilches.
 Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
 Prerequisites: None.
 Restrictions: Sophomore standing and consent required.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 1-4.

SPAN 301 Spanish Composition and Conversation

Faculty: Raillard, Toledano, Vilches, Moreno.
 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. Students may not receive credit for both SPAN 301 and 302.
 Prerequisites: SPAN 202 or equivalent, or placement exam.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 4.

SPAN 302 Spanish Composition and Conversation for Heritage Speakers

Faculty: Raillard, Toledano, Vilches, Arozamena.
 Content: This course is intended primarily for Hispanic bilingual students, born or educated in the United States, who speak Spanish at home and want to improve their formal knowledge of the language, including written form. This course will incorporate lecture-style teaching as well as communicative group work with forum-style discussions. Students will practice and focus on a topic as prescribed by the course calendar. Students will also be exposed to different types of media in order to exemplify and contextualize different aspects of the Hispanic culture and language. Students may not receive credit for both SPAN 301 and 302.
 Prerequisites: SPAN 202 or equivalent, and instructor consent.
 Restrictions: Heritage background.
 Usually offered: Annually, fall semester.
 Semester credits: 4.

SPAN 321 Introduction to Literary Studies

Faculty: Raillard, Toledano, Vilches.
 Content: Literary analysis and compositions based on selected readings from Spanish and Latin American literature. Advanced work in composition and explication of literary texts.
 Prerequisites: SPAN 301 or equivalent.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 4.

SPAN 360 Latin America and Spain: Pre-Columbian to Baroque

Faculty: Raillard, Toledano, Vilches.
 Content: Introduction to major trends in Latin American and Spanish literature from their beginnings to the Baroque period. Selected works from Latin America and Spain read in the context of cultural and historical events.
 Prerequisites: SPAN 321 or consent of instructor.
 Usually offered: Annually, fall semester.
 Semester credits: 4.

SPAN 370 Latin America and Spain: Enlightenment to the Present

Faculty: Raillard, Toledano, Vilches.
 Content: Introduction to major trends in Latin American and Spanish literature from the Enlightenment period to the present day. Selected works from Latin America and Spain read in the context of cultural and historical events.
 Prerequisites: SPAN 321 or consent of instructor.
 Usually offered: Annually, spring semester.
 Semester credits: 4.

SPAN 440 Topics in Hispanic Literatures

Faculty: Raillard, Toledano, Vilches.
 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 in Spanish. May be taken twice for credit with a change of topic.
 Prerequisites: SPAN 360 or SPAN 370.
 Restrictions: Junior standing.
 Usually offered: Annually, fall semester.
 Semester credits: 4.

SPAN 444 Spanish Practicum

Faculty: 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. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

SPAN 446 Special Topics in Hispanic Literatures and Cultures

Faculty: Raillard, Toledano, Vilches, Woodrich.

Content: Study of a genre, an author, a literary movement, or a topic in Hispanic literatures and cultures (Peninsular and/or Latin American, or U.S. Latino).

Extensive oral and written work culminating in a research paper written in Spanish. May be taken twice for credit with change of topic.

Prerequisites: SPAN 360 or SPAN 370.

Restrictions: Junior standing.

Usually offered: Annually, fall semester.

Semester credits: 4.

SPAN 450 Special Topics in Spanish

Faculty: 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 in Spanish. May be taken twice for credit with change of topic.

Prerequisites: SPAN 360 or SPAN 370.

Restrictions: Junior standing.

Usually offered: Annually, spring semester.

Semester credits: 4.

SPAN 490 Spanish Honors Thesis

Faculty: Raillard, Toledano, Vilches, Woodrich.

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.

Prerequisites: None.

Restrictions: Senior standing and consent of instructor and department required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

SPAN 499 Spanish Independent Study

Faculty: Raillard, Toledano, Vilches, Woodrich.

Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Other**FL 299 Independent Study**

Faculty: Foreign Languages and Literatures Faculty.

Content: Independent study of a language, literature, or culture not addressed by other independent study courses offered by this department. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

FL 499 Independent Study

Faculty: Foreign Languages and Literatures Faculty.

Content: Independent study of a language, literature, or culture not addressed by other independent study courses offered by this department. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Gender Studies

Director: Daena Goldsmith

Administrative Coordinator: Chelsea Jackson

Lewis & Clark's Gender Studies Program has received national recognition. Begun in 1985, the program was the first of its kind in the country. It offers an interdisciplinary minor, identifies resources, gathers information, sponsors an annual symposium, and serves as a catalyst for change that should be of equal concern to men and women.

In keeping with Lewis & Clark's commitment to gender issues and gender balance, gender studies is integrated into the curriculum. Program faculty are housed in departments across the campus, and students combine the minor with widely varying majors.

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:

- GEND 200 Genders and Sexualities in U.S. Society
- GEND 300 Gender and Aesthetic Expression
- GEND 440 Feminist Theory
- GEND 231 Genders and Sexualities in Global Perspective or an approved alternative
- Eight additional semester credits selected from the following list of approved electives.

Classics

CLAS 324 Roman Women

English

ENG 100 Topics in Literature (when topic is related)

ENG 314 The Romantics

ENG 333 Major Figures (when the topic is Joyce/Wolff)

ENG 450 Senior Seminar (when the topic is Emily Dickinson)

French

FREN 330 Francophone Literature

FREN 350 Topics in French and Francophone Literature (when the topic is gender and identity in 19th-century France)

German

GERM 230 German Literature in Translation (when topic is related)

History

HIST 231A U.S. Women's History, 1600 to 1980

HIST 240 Race and Ethnicity in the United States

HIST 345 Race and Nation in Latin America

Political Science

POLS 275 Gender and Politics

Psychology

PSY 230 Infant and Child Development

PSY 260 Social Psychology

PSY 360 Psychology of Gender

Rhetoric and Media Studies

RHMS 332 Rhetoric of Gender in Relationships

RHMS 352 Gender in Public Rhetoric and Media

RHMS 406 Race, Rhetoric, and Resistance

RHMS 431 Feminist Discourse Analysis

Religious Studies

RELS 356 Women in Buddhism

RELS 357 Family, Gender, and Religion: Ethnographic Approaches

Sociology and Anthropology

SOAN 225 Race and Ethnicity in Global Perspective

SOAN 255 Medicine, Healing, and Culture

SOAN 266 Social Change in Latin America

SOAN 285 Culture and Power in the Middle East

SOAN 324 Anthropology of Violence

SOAN 334 Anthropology of Suffering

SOAN 390 Cyborg Anthropology

SOAN 395 Anthropology of the Body

Theatre

TH 106 Fundamentals of Movement

At least 16 semester credits must be specific 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. No more than 4 semester credits of internship may be applied to the minor.

Faculty

Katharina Altpeter-Jones. Associate professor of German. German, medieval and early modern German literature, women writers. Ph.D. 2003 Duke University. M.A. 1995 Bayerische Julius-Maximilians-Universität, Würzburg, Germany.

Jane Monnig Atkinson. Vice president, provost, professor of anthropology. Ph.D. 1979, M.A. 1972 Stanford University. A.B. 1971 Bryn Mawr College.

Therese Augst. Associate professor of German. German, German literature and culture of the 18th through 20th centuries, intellectual history, critical theory. Ph.D. 1997, M.A. 1992 University of California at Santa Barbara. B.A. 1989 University of California at Davis.

Eleonora Maria Beck. James W. Rogers Professor of Music. Medieval and Renaissance music history; contemporary American, popular, and women's music. Ph.D. 1993, M.Phil. 1991, M.A. 1989 Columbia University. B.A. 1983 Barnard College.

Andrew Bernstein. Associate professor of history. Japanese history. Ph.D. 1999, M.Phil. 1996, M.A. 1994 Columbia University. B.A. 1990 Amherst College.

Philippe Brand. Assistant professor of French. French, 19th-, 20th-, and 21st-century French and Francophone literature and culture. Ph.D. 2011, M.A. 2006, B.A. 1998 University of Colorado at Boulder.

Kimberly Brodtkin. Assistant professor with term of gender studies and ethnic studies. Gender and politics in the U.S. Ph.D. 2001 Rutgers University. B.A. 1992 University of Pennsylvania.

David A. Campion. Dr. Robert B. Pamplin Jr. Associate Professor of History, chair of the Department of History, ROTC coordinator. British and South Asian history. Ph.D. 2002, M.A. 1997 University of Virginia. B.A. 1991 Georgetown University.

- Mary Clare. Graduate professor of counseling psychology. .
- Rachel Cole. Associate professor of English. 19th-century American literature. Ph.D. 2005, M.A. 2000 Johns Hopkins University. B.A. 1994 Williams College.
- Janet E. Davidson. Associate professor of psychology, director of academic advising. Infant and child development, developmental psychopathology, internships. Ph.D. 1989, M.Phil. 1987, M.S. 1985 Yale University. B.S. 1975 University of Washington.
- Isabelle DeMarte. Associate professor of French. French, 17th- and 18th-century French literature. Ph.D. 1999, M.A. 1993 Michigan State University. M.A. 1992 Université Blaise Pascal. B.A. 1990 Université de la Sorbonne Nouvelle.
- Jerusha Detweiler-Bedell. Professor of psychology. Clinical and community psychology, health psychology, psychology of gender, internships. Ph.D. 2001, M.Phil. 1998, M.S. 1997 Yale University. M.A. 1995, B.A. 1995 Stanford University.
- Kurt Fosso. Professor of English. British romantic literature, critical theory. Ph.D. 1993, M.A. 1988 University of California at Irvine. B.A. 1987 University of Washington.
- John M. Fritzman. Associate professor of philosophy. 19th- and 20th-century continental philosophy, ethics, feminist theory, social and political philosophy. Ph.D. 1991 Purdue University. B.A. 1977 Eastern Mennonite University.
- Susan L. Glosser. Associate professor of history. Chinese 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. Social theory, cultural studies (advertising, news, television), production and consumption, class relations, modernity, postmodernity. Ph.D. 1977, M.A. 1973 Duke University. B.A. 1971 University of Texas.
- Daena J. Goldsmith. Professor of rhetoric and media studies, chair of the Department of Rhetoric and Media Studies. Social media, health communication, gender. Ph.D. 1990, M.A. 1988 University of Washington. B.S. 1986 Lewis & Clark College.
- Karen Gross. Associate professor of English. Medieval literature. Ph.D. 2005, M.A. 1999 Stanford University. M.Phil. 1998 University of Cambridge. B.A. 1997 University of Southern California.
- Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation. Ph.D. Johns Hopkins University. M.A. University of Minnesota at Minneapolis-St. Paul. B.A. Reed College.
- Andrea Hibbard. Assistant professor with term of English. Victorian literature and culture, law and literature, women's studies. Ph.D. 2000 University of Virginia. M.A. 1991 Georgetown University. B.A. 1986 Pomona College.
- Reiko Hillyer. Assistant professor of history. U.S. South, African American history, history of the built. Ph.D. 2006, M.Phil. 2001, M.A. 1999 Columbia University. B.A. 1991 Yale University.
- Jane H. Hunter. Professor of history. U.S. history, post-Civil War, women's history. Ph.D. 1981, M.A. 1975, B.A. 1971 Yale University.
- Oren Kosansky. Associate professor of anthropology, chair of the Department of Sociology and Anthropology. Political economy of religious experience, postcolonial nationalism and diaspora, textual culture, Morocco. Ph.D. 2003, M.A. 1994 University of Michigan. M.A.T. 1990 Binghamton University. B.A. 1988 Brown University.
- Jennifer LaBounty. Associate professor of psychology. Child, adolescent, and adult development; methodology; internships. Ph.D. 2008, M.A. 2005 University of Michigan. B.S. 2001 University of Oregon.
- Diana J. Leonard. Assistant professor of psychology. Identity, social judgments, and categorization. Ph.D. 2012 University of California at Santa Barbara. B.A. 2004 Northwestern University.
- Rebecca Lingafelter. Assistant professor of theatre. Acting, voice, movement, devising, contemporary performance, modern American drama. M.F.A. 2005 Columbia University. B.A. 2000 University of California, San Diego.
- Susanna Morrill. Associate professor of religion, chair of the Department of Religious Studies. Religion in America. Ph.D. 2002, M.A. 1993 University of Chicago. B.A. 1989 Bryn Mawr College.
- Claudia Nadine. Associate professor with term of French. 19th-century French literature. Ph.D. 1994, M.A. 1987, B.A. 1984, B.S. 1983 University of California at Irvine. A.A. 1980 Stephens College.
- Dawn Odell. Associate professor of art history, chair of the Department of Art. Early modern East Asian and European art history. Ph.D. 2003 University of Chicago. M.A. 1992 Harvard University. B.A. 1986 Carleton College.
- Shannon O'Leary. Assistant professor of physics. Electromagnetically induced transparency (EIT) in atomic rubidium vapor with a novel noise spectroscopy technique. Ph.D. 2008, M.A. 2004 University of Oregon. B.S. 1998 University of Puget Sound.
- Tatiana Osipovich. Associate professor of Russian. Russian literature, language, culture. Ph.D. 1989, M.A. 1983 University of Pittsburgh. B.A. 1974 Pedagogical Institute, Archangelsk.
- Paul R. Powers. Associate professor of religious studies, director of Core Curriculum. Islamic studies. Ph.D. 2001, M.A. 1992 University of Chicago Divinity School. B.A. 1990 Carleton College.
- Will Pritchard. Associate professor of English, chair of the Department of English. Restoration and 18th-century literature. Ph.D. 1998, M.A. 1992 University of Chicago. B.A. 1986 Yale University.

Maureen Reed. Visiting assistant professor of humanities. Ph.D. 2001, M.A. 1996 University of Texas at Austin. B.A. 1994 Rice University.

Bruce Suttmeier. Associate professor of Japanese. Japanese language, contemporary Japanese literature. Ph.D. 2002, A.M. 1994 Stanford University. B.S. 1991 University of Rochester.

Mary Szybist. Associate professor of English. Modern poetry, poetry writing. M.F.A. 1996 University of Iowa, M.T. 1994. B.A. 1992 University of Virginia.

Cara Tomlinson. Associate professor of art. Painting. M.F.A. 1993 University of Oregon. B.A. 1986 Bennington College.

Sarah D. Warren. Assistant professor of sociology. Race and ethnicity, social movements, nations and nationalism, gender, Latin America. Ph.D. 2010 University of Wisconsin at Madison. M.A. 2004 University of Texas at Austin. B.A. 2001 University of Arizona.

Benjamin W. Westervelt. Associate professor of history. Medieval and early modern European history. Ph.D. 1993 Harvard University. M.T.S. 1985 Harvard Divinity School. B.A. 1982 Brandeis University.

Elliott Young. Professor of history, director of the Ethnic Studies Program. Latin American and U.S.-Mexico Borderlands history. Ph.D. 1997, M.A. 1993 University of Texas at Austin. B.A. 1989 Princeton University.

Rishona Zimring. Professor of English. Modern British literature, postcolonial literature. Ph.D. 1993, B.A. 1985 Yale University.

GEND 200 Genders and Sexualities in U.S. Society

Faculty: Brodtkin, Hunter, Gender Studies Faculty.

Content: Interdisciplinary exploration of gender and sexuality in connection with race, class, and ethnicity in the United States. Investigation of social and cultural ideas about difference and equality in the past and present. Materials include literature, film, memoir, poetry, feminist philosophy, political tracts, and queer theory, as well as classic and recent scholarly work in history, sociology, economics, communication, psychology, and other fields. Topics may include mass media and consumer culture, work, law and social policy, family, political activism and social movements, sexuality and the body, public health, medical research, violence, and theories of privilege and oppression.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

GEND 231 Genders and Sexualities in Global Perspective

Faculty: Heath, Mechlinski, Warren.

Content: Gender 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, men, and alternative gender roles, such as the Native American two-spirits, the hijra of India, and global perspectives on contemporary transgender experiences.

Prerequisites: SOAN 100, SOAN 110, or sophomore standing.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

GEND 299 Independent Study

Faculty: Gender Studies Faculty.

Content: Independent study topic to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

GEND 300 Gender and Aesthetic Expression

Faculty: DeMarte, Hibbard, Zimring.

Content: An exploration of ways gender informs the theory, history, and creation of literature and art. The role gender norms and constructs play in establishing, reproducing, or contesting aesthetic values, traditions, and hierarchies; feminist perspectives on subjects such as the gaze, the self-portrait, autobiography, and costume; gender and its relationship to theories of beauty, taste, and the body. Materials may be drawn from literature, art, film, cultural studies, art history, theatre, dance, and queer studies. Emphasis on an interdisciplinary topic to be chosen by the professor. Recent topics have included 20th-century experimentation in novels, films, and photography; the Victorian crisis in gender roles from the sensation heroine and Pre-Raphaelitism to the dandy; gender and self as artistic and theoretical constructs from the Enlightenment to the present.

Prerequisites: One course in humanities or arts.

Restrictions: Junior standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

GEND 345 Gender Studies Symposium Chair

Faculty: Brodtkin, Gender Studies Faculty.

Content: Student chairs perform substantive analytic work related to this interdisciplinary field of study, conducting extensive research to explore speakers, develop panels, identify important issues, and develop the program of events. Working closely with each other, the planning committee, and the faculty director, chairs also develop leadership and professional responsibilities. Preference given to minors in Gender Studies, but students with relevant coursework or other experience will be considered. Spring registration limited to those students who have completed GEND 345 in the fall of the same academic year.

Prerequisites: None.

Restrictions: Junior standing. Requires permission of instructor after completion of application and interview.

Usually offered: Annually, fall and spring semester.

Semester credits: 2.

GEND 440 Feminist Theory

Faculty: Brodtkin, 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.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

GEND 444 Practicum

Faculty: Gender Studies Faculty.

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. Credit-no credit. May be repeated, but no more than 4 credits of GEND 444 or GEND 445 may be applied to the minor.

Prerequisites: One Gender Studies course.

Restrictions: Declared Gender Studies minor. Sophomore standing and consent of program director and faculty sponsor required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

GEND 445 Gender in the City Internship

Faculty: Heath, Goldsmith, Gender Studies Faculty.

Content: Community-based participant observation, exploring gender issues in human services or advocacy organizations through a supervised internship. Theoretical and methodological frameworks for participatory action research are explored through readings, class discussion, and writing assignments. May be repeated, but no more than 4 credits of GEND 444 or GEND 445 may be applied to the minor.

Prerequisites: Two Gender Studies courses or consent.

Restrictions: Junior standing required.

Usually offered: Every third year.

Semester credits: 4.

GEND 499 Independent Study

Faculty: Gender Studies Faculty.

Content: Independent, student-designed research project supervised by a faculty member with expertise in the topic or methodology of the project. May be repeated for credit.

Prerequisites: None.

Restrictions: Declared Gender Studies minor. Junior standing and consent of program director and faculty sponsor required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Geological Science

Coordinator: Elizabeth 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 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.

Faculty

Jessica M. Kleiss. Assistant professor of environmental studies. Oceanography, interface between the atmosphere and the ocean. Ph.D. 2009 Scripps Institution of Oceanography, University of California at San Diego. B.S. 2000 Massachusetts Institute of Technology.

Elizabeth B. Safran. Associate professor of geological science, coordinator of the Geological Science Program. Geomorphology. Ph.D. 1998 University of California at Santa Barbara. M.Sc. 1993 University of Washington. B.A. 1989 Harvard University.

GEOL 114 The Origins of Life in the Universe

Faculty: Clifton, Loening, Safran, Tufté.

Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life-forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with BIO 114, CHEM 114, and PHYS 114. Not applicable toward any major.

Prerequisites: QR 101 or equivalent.

Corequisites: GEOL 114L.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

GEOL 150 Environmental Geology

Faculty: 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.

Prerequisites: QR 101.

Corequisites: GEOL 150L.

Usually offered: Annually, fall semester.

Semester credits: 5.

GEOL 170 Climate Science

Faculty: Kleiss.

Content: Introduction to the earth's climate from a physical, earth-systems perspective. Prehistoric and historic fluctuations in the earth's climate, the current climate system, and projections for future climate and climate impacts. Topics will include the radiative balance of the earth's atmosphere, the greenhouse effect, albedo, aerosols, clouds, climate feedbacks, ocean circulation, climate variability including El Niño and the Pacific decadal oscillation, the carbon cycle, paleoclimate proxy records, ocean acidification, and climate models. We will examine some responses to climate change, including geoengineering, adaptation, and mitigation. Weekly laboratory exercises with climate data observations and models (computer-based), and physical mechanisms (lab- and field-based). Lecture and lab.

Prerequisites: QR 101.

Corequisites: GEOL 170L.

Usually offered: Alternate Years, fall semester.

Semester credits: 5.

GEOL 270 Issues in Oceanography

Faculty: Kleiss.

Content: Exploration of the geological, biological, chemical, and physical dynamics of the global oceans, including implications of ocean policy. Topics include geology of the sea floor, coastal erosion, waves, tides, storm surge, sea-level rise, deep-water and surface ocean circulation, composition of seawater, biogeochemical cycles, ocean acidity, marine habitat, primary production, fisheries, and marine ecology. The course will be organized around a half dozen current issues in oceanography including deep-ocean oil drilling, coastal property insurance, plastics in the open ocean, coastal dead zones, fisheries management, and bycatch. Weekly labs provide hands-on experience with course concepts. Prerequisites: QR 101 or equivalent. BIO 141, BIO 151, GEOL 150, GEOL 170, CHEM 110, PHYS 141, or PHYS 151.

Corequisites: GEOL 270L.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 5.

GEOL 280 The Fundamentals of Hydrology

Faculty: Geological Science Faculty.

Content: 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. Lecture and two required daylong field trips.

Prerequisites: GEOL 150 or GEOL 170.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

GEOL 340 Spatial Problems in Earth System Science

Faculty: Kleiss, Safran.

Content: Recognition and interpretation of spatial patterns in Earth system science. Firsthand analysis of current research questions with a strong spatial component. Familiarization with the background of the research questions and their broader contexts. Hypothesis development about Earth processes from remote data (e.g., topographic data, satellite imagery), articulation of appropriate field tests for hypotheses. Development of analytical skills and use of spatial analysis tools, including geographic information systems software. Lecture and laboratory.

Prerequisites: GEOL 150, GEOL 170, or GEOL 270.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 5.

GEOL 390 Oregon Field Geology West

Faculty: Geological Science Faculty.

Content: Field study of geologic processes at an active continental margin in western Oregon. Field focus on the Pacific Coast to the Cascade Mountains. Examination of evidence for subduction zone earthquakes, docked seamounts, and active stratovolcanoes. Interpretation of the landscape using the theory of plate tectonics, recognition of regional geologic hazards, and representation of interpretations via cross-sectional diagrams, stratigraphic columns, geologic maps, and chronologies. Emphasis on development of introductory-level field skills and communication of understandings gained to general audiences.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, summer only.

Semester credits: 2.

GEOL 391 Oregon Field Geology East

Faculty: Geological Science Faculty.

Content: Field study in north central and northeastern Oregon of Cenozoic paleostratigraphy and accretionary plate tectonics. Exploration of geologic formations exposed in the John Day River Basin and observation of fragments of ancient terranes to the east. Recognition of signatures of climate change in the fossil record and of evidence of past subduction and accretionary events on the western margin of North America. Attention to present-day geomorphological processes, such as landsliding and attendant influences on river channel processes. Emphasis on development of introductory-level field problem solving skills, including construction of stratigraphic columns, geologic maps, and geologic cross-sections. Focus on communicating understanding gained to general audiences.

Prerequisites: None.

Restrictions: Junior standing or the consent required.

Usually offered: Alternate Years, summer only.

Semester credits: 2.

History

Chair: David Campion

Administrative Coordinator: Debbie Richman

Historians study the past, yet they never become disconnected from the present. What we are and will be is rooted in what we were. In uncovering the past, historians reveal to us the political, cultural, and economic elements that have shaped our world. This is how we write and teach history at Lewis & Clark. Our curriculum is global in scope, inviting students to compare the traditions of various cultures and countries. We offer sufficient depth in the history of the Americas, Europe, and Asia to allow students to develop sophisticated knowledge of these regions in the modern and premodern eras. Moreover, our emphasis on research and writing equips our students with skills appropriate to a wide range of pursuits.

A critical understanding of how history is crafted is as important as learning historical details. The development of research and writing skills is one of the main objectives of the department's program. All majors take a unique

methods course called Historical Materials, which focuses on how to find and use historical documents—books, manuscripts, periodicals, newspapers, maps, photographs—as research tools. In a second required course called Reading Colloquium, students read the best literature in a field selected by the instructor and come to grips with the variety of ways history is written and interpreted. In the history research seminar, majors conduct intensive research on a particular topic and present their findings to their classmates in the form of a thesis. This series of courses prepares students to use research and writing skills in whatever career they choose and equips them to be discerning students of history throughout the course of their lives.

Resources for Nonmajors

All of the department's course offerings are open to nonmajors. Preference is given to majors and minors for enrollment in HIST 300 Historical Materials, HIST 400 Reading Colloquium, and HIST 450 History Seminar.

The Major Program

The department curriculum focuses on three primary geographical fields: the Americas, Asia, and Europe. 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 (HIST 134 and HIST 135) is offered at the 100 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:

- HIST 300 Historical Materials
- HIST 400 Reading Colloquium
- HIST 450 History Seminar
- Seven other history courses. At least one must be in Asian history, one in European history, and one in the history of the Americas. At least one of the seven courses must be in premodern Asian, European, or Latin American history, or in religious studies.

At least two of the seven courses must be at the 300 level, excluding HIST 300 Historical Materials.

Students may apply a maximum of 4 semester credits from HIST 244/HIST 444 toward the major.

The following courses may be used as electives for the major in the primary geographical and premodern areas as specified:

Primary Geographical Fields**The Americas**

HIST 134	United States: Revolution to Empire
HIST 135	United States: Empire to Superpower
HIST 141	Colonial Latin American History
HIST 142	Modern Latin American History
HIST 218	Perspectives on the Vietnam War
HIST 231A	U.S. Women's History, 1600 to 1980
HIST 233	History of New York
HIST 235	History of the Pacific Northwest
HIST 239	Constructing the American Landscape
HIST 240	Race and Ethnicity in the United States
HIST 242	Borderlands: U.S.-Mexico Border, 16th Century to Present
HIST 243	African American History Since 1863
HIST 331	American Culture and Society: 1880 to 1980
HIST 335	History and Culture of American Indians
HIST 336	Wilderness and the American West
HIST 338	Crime and Punishment in the United States
HIST 345	Race and Nation in Latin America
HIST 347	Modern Mexico: Culture, Politics, and Economic Crisis
HIST 348	Modern Cuba
ECON 256	The Industrial Revolution
LAS 200	Latin American Cultural Studies
RELS 253	Religion in American History to the Civil War
RELS 254	Religion in Modern America, 1865 to Present
RELS 340	Gender in American Religious History

Asia

HIST 110	Early East Asian History
HIST 111	Chinese Empire and the Making of Modern China
HIST 112	Making Modern Japan
HIST 209	Japan at War
HIST 211	Reform, Rebellion, and Revolution in Modern China
HIST 213	Personal Narratives in Chinese History
HIST 217	The Emergence of Modern South Asia
HIST 218	Perspectives on the Vietnam War
HIST 259	India in the Age of Empire
HIST 288	China in the News: Socio-Anthropological and Historical Perspective on Modern China
HIST 310	China in the World
HIST 311	History of Family, Gender, and Sexuality in China
HIST 313	Religion, Society, and the State in Japanese History

HIST 316	Popular Culture and Everyday Life in Japanese History
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Europe

HIST 120	Early European History
HIST 121	Modern European History
HIST 216	Ancient Greece
HIST 219	Ancient Rome: From Republic to Empire
HIST 221	Tudor and Stuart Britain, 1485 to 1688
HIST 222	Britain in the Age of Revolution, 1688 to 1815
HIST 223	War and Society in Premodern Europe
HIST 224	The Making of Modern Britain, 1815 to Present
HIST 226	20th-Century Germany
HIST 227	Medieval Europe, 800 to 1400
HIST 229	The Holocaust in Comparative Perspective
HIST 230	Eastern Europe: Borderlands and Bloodlands
HIST 320	Humanism in Renaissance Europe
HIST 323	Modern European Intellectual History
HIST 324	Saints and Bureaucrats
HIST 325	History of Islam in Europe
HIST 326	History of Soviet Russia
HIST 328	The British Empire
CLAS 324	Roman Women
ECON 255	Technology, Institutions, and Economic Growth
ECON 256	The Industrial Revolution
RELS 251	Medieval Christianity
RELS 373	Reformations of the 16th Century

Premodern

HIST 110	Early East Asian History
HIST 120	Early European History
HIST 141	Colonial Latin American History
HIST 216	Ancient Greece
HIST 219	Ancient Rome: From Republic to Empire
HIST 221	Tudor and Stuart Britain, 1485 to 1688
HIST 223	War and Society in Premodern Europe
HIST 227	Medieval Europe, 800 to 1400
HIST 259	India in the Age of Empire
HIST 320	Humanism in Renaissance Europe
HIST 324	Saints and Bureaucrats
CLAS 324	Roman Women
RELS 251	Medieval Christianity
RELS 373	Reformations of the 16th Century

Minor Requirements

A minimum of 24 semester credits (six courses), which must include:

- HIST 300 Historical Materials

- HIST 400 Reading Colloquium or HIST 450 History Seminar
- At least one course at the 300 level, excluding HIST 300 Historical Materials
- Two additional history courses, each one from a different geographical field: Asian history, European history, or history of the Americas. Courses from other departments do not apply.

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 and register in HIST 490 History Honors Thesis. The thesis course 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.

Practicum Program

Because history is useful in a variety of careers, the department encourages students in their 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 (<http://ohs.org>), 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 usually 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.

Faculty

Andrew Bernstein. Associate professor of history. Japanese history. Ph.D. 1999, M.Phil. 1996, M.A. 1994 Columbia University. B.A. 1990 Amherst College.

David A. Campion. Dr. Robert B. Pamplin Jr. Associate Professor of History, chair of the Department of History, ROTC coordinator. British and South Asian history. Ph.D. 2002, M.A. 1997 University of Virginia. B.A. 1991 Georgetown University.

David H. Galaty. Assistant professor with term of humanities. Ph.D. 1971 Johns Hopkins University. B.A. 1964 Trinity College.

Susan L. Glosser. Associate professor of history. Chinese history. Ph.D. 1995 University of California at Berkeley. M.A. 1985, B.A. 1983 State University of New York at Binghamton.

Maureen Healy. Associate professor of history. European history, women's and gender history, war and genocide. Ph.D. 2000, M.A. 1994 University of Chicago. B.A. 1990 Tufts University.

Reiko Hillyer. Assistant professor of history. U.S. South, African American history, history of the built. Ph.D. 2006, M.Phil. 2001, M.A. 1999 Columbia University. B.A. 1991 Yale University.

Jane H. Hunter. Professor of history. U.S. history, post-Civil War, women's history. Ph.D. 1981, M.A. 1975, B.A. 1971 Yale University.

Zachary Poppel. Visiting assistant professor of history. Ph.D. 2014 University of Illinois at Urbana-Champaign. B.A. 2005 University of Denver.

Benjamin W. Westervelt. Associate professor of history. Medieval and early modern European history. Ph.D. 1993 Harvard University. M.T.S. 1985 Harvard Divinity School. B.A. 1982 Brandeis University.

Elliott Young. Professor of history, director of the Ethnic Studies Program. Latin American and U.S.-Mexico Borderlands history. Ph.D. 1997, M.A. 1993 University of Texas at Austin. B.A. 1989 Princeton University.

HIST 110 Early East Asian History

Faculty: History Faculty.

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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

HIST 111 Chinese Empire and the Making of Modern China

Faculty: Glosser.

Content: Key events and institutions in China from the thirteenth to the twentieth 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.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 112 Making Modern Japan

Faculty: 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.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

HIST 120 Early European History

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

HIST 121 Modern European History

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

HIST 134 United States: Revolution to Empire

Faculty: History Faculty.

Content: Introduction to the United States. 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.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

HIST 135 United States: Empire to Superpower

Faculty: History Faculty.

Content: The power of the United States in the world, from the Spanish-American War to Iraq. American economic growth and its consequences. The federal government and the people. Mass society and mass marketing. Changing political alignments, the policy elite, and "political will." The welfare state, women's and minority rights.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

HIST 141 Colonial Latin American History

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

HIST 142 Modern Latin American History

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

HIST 209 Japan at War

Faculty: 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 wartime 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.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 211 Reform, Rebellion, and Revolution in Modern China

Faculty: 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.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 213 Personal Narratives in Chinese History

Faculty: 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 twentieth century, with emphasis on the nineteenth and twentieth 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.

Prerequisites: None.

Restrictions: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 216 Ancient Greece

Faculty: Kelly.

Content: An introduction to the history and civilization of Ancient Greece, from the early Archaic era in mid-8th-century BC to the death of Socrates in 399 BC. Topics include constitutional changes from monarchy through oligarchy and tyranny to democracy, the development of the Greek polis, contacts with Near Eastern civilizations, hegemony and imperialism, social structure, trade, and colonization. Readings will focus on ancient historical writings in translation and will highlight the challenges in interpreting evidence from antiquity.

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

HIST 217 The Emergence of Modern South Asia

Faculty: 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.

Prerequisites: None.

Usually offered: Every third year, spring semester.

Semester credits: 4.

HIST 218 Perspectives on the Vietnam War

Faculty: History Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 219 Ancient Rome: From Republic to Empire

Faculty: Kelly.

Content: A history of Rome from the foundation of the Roman Republic in the late 5th century B.C. to the end of the Severan dynasty in 235 A.D. Special emphasis on Rome's political transformation from a republic to an empire and the effect of this transition on Roman civilization. Topics include Roman conquest and imperialism, religion, contact with other Mediterranean cultures, class conflict, law and governance, slavery, and family structure. The interpretation of primary source materials (especially ancient historical writings) and the problems of reconstructing the history of a civilization that flourished 2,000 years ago.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 221 Tudor and Stuart Britain, 1485 to 1688

Faculty: 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.

Prerequisites: None. HIST 120 recommended.

Usually offered: Every third year, fall and spring semester.

Semester credits: 4.

HIST 222 Britain in the Age of Revolution, 1688 to 1815

Faculty: 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.

Prerequisites: None. HIST 121 recommended.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, fall and spring semester.

Semester credits: 4.

HIST 223 War and Society in Premodern Europe

Faculty: Westervelt.

Content: Social transformations in premodern Europe caused by organization for and conduct of war. Topics include the hoplite revolution, military professionalization in the Roman Empire, the monopoly on violence in the Middle Ages, technology and "total war" during the Hundred Years' War, and the military revolution of the sixteenth century.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 224 The Making of Modern Britain, 1815 to Present

Faculty: 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.

Prerequisites: None. HIST 121 recommended.

Usually offered: Every third year, fall and spring semester.

Semester credits: 4.

HIST 226 20th-Century Germany

Faculty: 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.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 227 Medieval Europe, 800 to 1400

Faculty: 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.

Prerequisites: None. HIST 120 recommended.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 229 The Holocaust in Comparative Perspective

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 230 Eastern Europe: Borderlands and Bloodlands

Faculty: Healy.

Content: Examines Eastern European history from the eighteenth through twentieth centuries: the "nationalities question" that emerged from within the Habsburg and Russian empires; multinational zones; wars; successor states of the interwar period; the Balkans and the Yugoslav dissolution of the 1990s; consideration of East Europeans' membership in the EU. Students will learn to do primary and secondary source research and will conduct an original research project over the course of the semester.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

HIST 231A U.S. Women's History, 1600 to 1980

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

HIST 233 History of New York

Faculty: History Faculty.

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. Offered on New York program.

Prerequisites: None.

Restrictions: Sophomore standing and acceptance into the New York study abroad program is required.

Usually offered: Annually, fall semester.

Semester credits: 4.

HIST 235 History of the Pacific Northwest

Faculty: History Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 239 Constructing the American Landscape

Faculty: Hillyer.

Content: Political, social, economic, and aesthetic forces that have helped shape ordinary built environments: farms, fast-food restaurants, theme parks, sports stadiums, highways, prisons, public housing. Patterns of economic growth and decline, technological innovation, segregation, gentrification, capital migration and globalization, historic preservation, and changing ideologies about nature and the city.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 240 Race and Ethnicity in the United States

Faculty: Hillyer.

Content: Investigation of the history of categories of race and ethnicity in the United States, primarily focused on the historical production of conceptions of racial and ethnic difference. Examines the origins, uses, and mutations of ideologies of race and ethnicity, as well as how these ideologies intersect with empire and nationalism, sexuality and gender, capitalism and labor relations, and scientific knowledge. Considers both chronological and thematic approaches. Examines scholarly work, visual culture, and memoir. Open to all students.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 241 Researching & Writing Public History

Faculty: Hunter.

Content: Workshop introducing qualified students to researching and writing history for the broader public; students will write multiple drafts of short and compelling articles to be submitted to designated editorial boards, curated websites, or local newspapers for possible publication. Each student will need to identify an intended outlet for their work at the outset of the course.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

HIST 242 Borderlands: U.S.-Mexico Border, 16th Century to Present

Faculty: Young.

Content: 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.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 243 African American History Since 1863

Faculty: Hillyer.

Content: A survey of African American history from emancipation to the present: the process of emancipation, Reconstruction, the rise of Jim Crow, the Harlem Renaissance, the Great Depression and the transformation of the rural South, the civil rights movement, black power and white backlash, the rise of the prison-industrial complex, and the development of hip-hop culture. An examination of art, film, and theater will supplement written primary and secondary sources.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 244 Practicum

Faculty: History Faculty.

Content: Experience in historical research, writing, interpreting, or planning. Specifics vary depending on placement with sponsoring agency. Eight credits may be applied to graduation requirements, but only 4 may be applied to major.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

HIST 259 India in the Age of Empire

Faculty: Campion.

Content: The political, cross-cultural, and social development of the Indian subcontinent 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.

Prerequisites: None.

Usually offered: Every third year, spring semester.

Semester credits: 4.

HIST 261 Global Environmental History

Faculty: Bernstein.

Content: Introduction to major historical shifts in the relationship(s) between humans and their environment from prehistoric times to the present. Focuses particularly on Asia, Europe, and North America and covers such topics as the invention of agriculture, shifting conceptions and portrayals of nature, the exchange of biota between continents, responses to natural disasters, the ecological impact of the industrial revolution, and the 20th-century environmental movement. Exploration of the social, cultural, and political dimensions of environmental change through the work of environmental historians and a wide range of primary sources, including literature, artwork, philosophical texts, government documents, newspaper articles, and scientific data.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 288 China in the News: Socio-Anthropological and Historical Perspective on Modern China

Faculty: Glosser, Hubbert.

Content: Rarely a day goes by in the realm of contemporary American news that does not find China center stage. Whether through accolades of its avant-garde architecture, Olympic gold medals, and booming economy or critiques of its environmental practices, "neocolonialist" relationship with Africa, or domestic human rights, China has garnered an important space in the American public imaginary. China is a rapidly rising world power in an international arena witnessing the increasing economic instability and declining economic hegemony of Western nations, and its engagement in the global realm matters. We are interested in looking at China in the news in two different ways. First, this course will think topically about China as news. What is happening today in China both domestically and internationally that is worthy of international coverage? What are the historical precedents for such events and processes? How does understanding both the historical record and contemporary cultural formations help us to comprehend the significance of their current manifestation? Second, this course will think theoretically about China in the news. How is China represented in American media sources? What are the contours, influences, and ramifications of these representations? How do historical precedent and contemporary culture affect these representations?

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 297 Special Topics in History

Faculty: History Faculty.

Content: Introduction to the practice and research methods of history. Reading and critical analysis of primary sources and scholarship organized around themes or problems in history. Focus varies depending on areas of the instructor's teaching and/or research. Assignments are organized around a substantial final project and/or several smaller projects. May be taken twice with change of topic.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

HIST 299 Independent Study

Faculty: History Faculty.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

HIST 300 Historical Materials

Faculty: History Faculty.

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. Enrollment preference given to history majors and minors.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 4.

HIST 310 China in the World

Faculty: 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 sixteenth 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 311 History of Family, Gender, and Sexuality in China

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 313 Religion, Society, and the State in Japanese History

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Every third year, spring semester.

Semester credits: 4.

HIST 316 Popular Culture and Everyday Life in Japanese History

Faculty: 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.

Prerequisites: HIST 112 recommended.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 320 Humanism in Renaissance Europe

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 323 Modern European Intellectual History

Faculty: 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.

Prerequisites: HIST 121 recommended.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 324 Saints and Bureaucrats

Faculty: 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.

Prerequisites: None. HIST 120 or RELS 373 recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 325 History of Islam in Europe

Faculty: Healy.

Content: The history of Islam in Europe from the medieval period to the present, focusing on various encounters between European Christians and Muslims. The crusades, Christian and Muslim presence in Iberia, Ottoman conquest in southeastern Europe, European colonial conquest, the role of Islam in post-1945 decolonization, and questions about Muslim immigration and European identity.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Every third year, spring semester.

Semester credits: 4.

HIST 326 History of Soviet Russia

Faculty: Healy.

Content: Examines tensions (political, social, cultural) of the final decades of the Romanov dynasty and traces the collapse of the 300-year-old empire during the First World War. Focus is largely on the 20th century. Topics include the Russian Revolution, "Soviet Man" (Homo Sovieticus), Stalinism, collectivization, terror, the "Great Patriotic War," Cold War culture, the Sovietization of Eastern Europe, the Brezhnev era, reforms of the Gorbachev period, the end of the Soviet Union, and legacies for Russia and the other successor states. Attention throughout to gender, family, nation, and concept of the individual in relation to the collective.

Prerequisites: None. HIST 121 recommended.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 328 The British Empire

Faculty: 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.

Prerequisites: HIST 121 recommended.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

HIST 331 American Culture and Society: 1880 to 1980

Faculty: 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.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years.

Semester credits: 4.

HIST 335 History and Culture of American Indians

Faculty: History Faculty.

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.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 336 Wilderness and the American West

Faculty: History Faculty.

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.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years.

Semester credits: 4.

HIST 338 Crime and Punishment in the United States

Faculty: Hillyer.

Content: The rise of the carceral state in the United States, including crime in different historical eras and the ways Americans have sought to deter, punish, and rehabilitate. Sub-topics include the changing role of the police; changing definitions of what constitutes a crime; the evolution of the prison system; the rise of convict labor; the political economy of the recent prison boom; the emergence of the victims' rights and prisoners' rights movements; the privatization of prisons; differences in treatment based on race, gender, and age. Course will take place in a nearby correctional facility.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 345 Race and Nation in Latin America

Faculty: 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)

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis

Faculty: 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.

Prerequisites: HIST 141 or HIST 142 recommended.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

HIST 348 Modern Cuba

Faculty: 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, Afro-Cubanismo, populism. 1952 to the present: Castro revolution, socialism, U.S.-Cuban-Soviet relations.

Prerequisites: HIST 142 recommended.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

HIST 388 What's for Dinner

Faculty: Glosser.

Content: Cross-cultural examination of the history and cultural, political, and economic power of food. Topics include the power and politics exercised through ethnic/racial, gender, and class differences in food consumption; ways in which people express their religious, ethnic, class, gender, and regional identities through food; nostalgia for the food ways of the past and ideas about the food of the future; the history of manners and the cultural value of food etiquette; and "nutritionism," or why we think certain things are good for us. Materials include scholarly and popular books and essays, as well as primary sources.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

HIST 397 Advanced Topics in History

Faculty: History Faculty.

Content: Advanced study in the research and writing of history. Reading and critical analysis of primary sources and scholarship; exposure to major debates and controversies in the field that may include, but are not limited to, comparative study, historiography, or interdisciplinary methodology. Focus varies depending on areas of the instructor's teaching and/or research. Assignments are organized around a substantial final project and/or several smaller projects. May be taken twice with change of topic.

Prerequisites: None.

Restrictions: Junior standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

HIST 400 Reading Colloquium

Faculty: History Faculty.

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. May be taken twice for credit. Enrollment preference given to history majors and minors.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Annually.

Semester credits: 4.

HIST 444 Practicum

Faculty: History Faculty.

Content: Same as HIST 244 but requiring more advanced work. 8 credits may be applied to graduation requirements, but only 4 may be applied to the major.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

HIST 450 History Seminar

Faculty: History Faculty.

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. May be taken twice for credit. Enrollment preference given to history majors and minors.

Prerequisites: HIST 300.

Restrictions: Sophomore standing or consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

HIST 490 History Honors Thesis

Faculty: History Faculty.

Content: Independent project based upon extensive research in primary source materials and review and evaluation of historical scholarship in a particular subject area leading to the submission and oral defense of an original thesis. Details determined by student in conference with supervising faculty advisor. Successful completion and defense of the thesis required for conferral of departmental honors. Enrollment restricted to history majors.

Prerequisites: HIST 300 and permission of the History faculty.

Restrictions: Senior standing and instructor consent required.

Usually offered: Annually, spring semester.

Semester credits: 4.

HIST 499 Independent Study

Faculty: History Faculty.

Content: Same as HIST 299 but requiring more advanced work. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

International Affairs

Chair: Bob Mandel

Administrative Coordinator: Katie Sholian

International affairs encompasses political, military, economic, legal, and cultural relations involving states, nations, international and nongovernmental organizations, and transnational groups. Study in this discipline explores how international actors, the international system, and states' domestic environments individually and collectively affect the prospects for conflict and cooperation. Academic work focuses in particular on foreign policy, national security, international law, international economic relations, and national political and economic development.

Often, this field of study is contained within a political science department. Lewis & Clark's freestanding Department of International Affairs provides an opportunity to study the multiple dimensions of international relations in greater conceptual and empirical depth and breadth. It also allows students to integrate courses and insights from other disciplines into the major.

The department offers a rigorous and challenging conceptually oriented curriculum that introduces students to core ideas in the study of international relations, as well as the tools and methods of the social sciences and other disciplines. Students gain the analytical and methodological skills necessary to make informed judgments about the sources, significance, and consequences of diverse developments, as well as a solid empirical grounding in the field.

The department sponsors several extracurricular activities for students interested in international relations. The annual International Affairs Symposium, a three-day event organized by students, hosts academic and policy experts who debate aspects of a chosen topic in the field. Majors also participate in an active Model United Nations. *The Meridian*, a student-run journal, offers students a forum in which to publish their own essays and photographs related to international affairs.

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 Relations (IA 100) gives the best general introduction to the field as a whole. Nonmajors are welcome to participate in the department's extracurricular activities.

The Major Program

Majors in international affairs are required to take six core courses as well as an elective in each of five subject areas. Each student works with an advisor to construct a program appropriate to his/her intellectual interests and career goals.

IA 100 Introduction to International Relations should be taken early in the student's academic career. This course provides an overview of the central concepts used in understanding international relations and is a prerequisite for most of the courses in the department. Students are advised to complete ECON 100 Principles of Economics, POLS 102 Introduction to Comparative Politics or POLS 103 Introduction to American Politics, and IA 212 United States Foreign Policy, ideally by the end of their second year. These courses introduce students to important concepts and empirical information that inform upper-level courses. Normally, Research Methods and the three other subject area classes should be completed in the third year. IA 310 International Relations Theories usually should be taken in the semester preceding the one in which the student takes IA 430 International Affairs Seminar. Students are urged to complete all other departmental requirements prior to enrolling in the seminar.

In addition to the course requirements, majors are encouraged to develop an academic program that enables them to study at least one foreign language beyond the 201 level, participate in an off-campus program, and take courses in other disciplines appropriate to individual intellectual interests and career goals. Majors also are encouraged to couple their coursework with practical learning that includes, for example, internships in Portland and elsewhere with government and nongovernmental organizations. These opportunities may be pursued during the academic year and/or the summer months.

The major's diverse course offerings and opportunities create many career paths. Some majors decide to pursue further academic study and enter graduate and professional programs. Others find employment in public service, journalism, education, business, humanitarian work, international organizations, and local and national government.

The international affairs curriculum is organized into the following core courses and subject areas. See appropriate department listings for course descriptions.

Core Courses

International Affairs

IA 100	Introduction to International Relations
IA 212	United States Foreign Policy
IA 310	International Relations Theories
IA 430	International Affairs Seminar

Economics

ECON 100	Principles of Economics
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Political Science

POLS 102	Introduction to Comparative Politics
POLS 103	Introduction to American Politics

Research Methods

Economics

ECON 103	Statistics
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International Affairs

IA 200	Research Methods for International Affairs
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Mathematics

MATH 105	Perspectives in Statistics
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Political Science

POLS 201	Research Methods in Political Science
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Sociology and Anthropology

SOAN 201	Quantitative Research Methods
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Comparative and Regional Perspectives

International Affairs

IA 230	African Politics
IA 231	Latin American Politics
IA 232	Southeast Asian Politics
IA 290	Middle East Politics
IA 320	Democratization

History

HIST 121	Modern European History
HIST 142	Modern Latin American History
HIST 217	The Emergence of Modern South Asia
HIST 328	The British Empire

Political Science

POLS 325	European Politics
POLS 435	Topics in Comparative Politics

Sociology and Anthropology

SOAN 266	Social Change in Latin America
SOAN 270	Cultural Politics of Youth in East Asia
SOAN 350	Global Inequality

Global Security, Conflict and Diplomacy

International Affairs

IA 257	Global Resource Dilemmas
IA 312	Studies of Diplomacy
IA 330	Global Security
IA 342	Perception and International Relations
IA 348	Global Order

Global Governance

International Affairs

IA 211	International Organization
IA 296	Human Rights in International Relations
IA 313	International Ethics

IA 333 International Law

Economic Perspectives**International Affairs**

IA 238 Political Economy of Development
 IA 318 Multinational Corporations
 IA 340 International Political Economy
 IA 350 Social Justice in the Global Economy

Economics

ECON 232 Economic Development
 ECON 291 Intermediate Macroeconomic Theory
 ECON 314 International Economics

Major Requirements

A minimum of 44 semester credits (11 courses), distributed as follows:

- IA 100 Introduction to International Relations
- IA 212 United States Foreign Policy
- IA 310 International Relations Theories
- IA 430 International Affairs Seminar
- ECON 100 Principles of Economics
- One of the following:
 - POLS 102 Introduction to Comparative Politics
 - POLS 103 Introduction to American Politics
- One elective course from each of the departmental subject areas: research methods, comparative and regional perspectives, global security, conflict and diplomacy, global governance, and economic perspectives.

A maximum of four courses from outside the IA department may be used toward the major. Special exception may be made by the department for courses from other institutions submitted by transfer students, and for courses taken on Lewis & Clark overseas programs.

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. Students whose theses are judged by department faculty to be of superior quality, originality, and insight will receive the award of honors on graduation.

Faculty

Elizabeth A. Bennett. Assistant professor of international affairs, director of the Political Economy Program. International political economy, global social movements, voluntary social/environmental regulation, international development global governance. Ph.D. 2014, A.M. 2010 Brown University. M.A.L.D. 2008 The Fletcher School, Tufts University. B.A. 2002 Hope College.

Kyle M. Lascurettes. Assistant professor of international affairs. International relations theory, international order and global governance, international security, American

foreign policy. Ph.D. 2012, M.A. 2006 University of Virginia. B.A. 2004 St. Lawrence University.

Bob Mandel. Professor of international affairs, fall 2015 chair of the Department of International Affairs. Conflict and security, global resource issues, transnational studies, psychological aspects of international affairs, research methods, international relations theory. Ph.D. 1976, M.Phil. 1975, M.A. 1974 Yale University. A.B. 1972 Brown University.

Cyrus Partovi. Senior lecturer in social sciences. Middle East politics, U.S. foreign policy, diplomacy, the United Nations. M.A.L.D. 1969, M.A. 1968 Tufts University. B.A. 1967 Lewis & Clark College.

Heather M. Smith-Cannoy. Associate professor of international affairs, spring 2016 chair of the Department of International Affairs. International law, international institutions, human rights, and human trafficking. Ph.D. 2007, M.A. 2003 University of California at San Diego. B.A. 2000 University of California at Irvine.

IA 100 Introduction to International Relations

Faculty: Bennett, Coe, Lascurettes, Mandel, Partovi, Smith-Cannoy.

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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

IA 200 Research Methods for International Affairs

Faculty: Coe.

Content: The social scientific method and qualitative and quantitative methods. Topics include theoretical claims and expectations, research design, case selection, data collection and analysis, and writing up results. Students assess the benefits and drawbacks of different approaches to answering research questions.

Prerequisites: IA 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 211 International Organization

Faculty: Lascurettes.

Content: Examines attempts at governance in the international system, including the birth of the modern state system, the United Nations, and other international organizations. Explores competing explanations for global cooperation in conflict management, economics, and human rights.

Prerequisites: IA 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

IA 212 United States Foreign Policy

Faculty: 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.

Prerequisites: IA 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

IA 230 African Politics

Faculty: International Affairs Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

IA 231 Latin American Politics

Faculty: International Affairs Faculty.

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 roles of women, international linkages, causes and effects of social revolutions, military rule, transitions to democracy. Emphasis on theories attempting to explain patterns of Latin American politics.

Prerequisites: IA 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

IA 232 Southeast Asian Politics

Faculty: Coe.

Content: Political and economic context of contemporary Southeast Asian states using a comparative perspective. Topics may include the effects of colonial and Cold War legacies on state development; the relationships among ethnicity, religion, and conflict; political transition and democratization; economic development policy; regional environmental issues; and Southeast Asian economic integration.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 238 Political Economy of Development

Faculty: Coe.

Content: Introduction to theories on the role of the state in economic development. How politics affect the state's role and impact. Why are some countries poor while others are rich? How does government policy contribute? How does poverty affect political development and governmental stability? Organized according to major economic and political problems affecting developing countries. The theoretical debates surrounding the role of government in addressing problems of development. Focus is on thinking critically about the complexity of these problems in countries where the state apparatus is itself new, transitional, or developing.

Prerequisites: IA 100. ECON 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 244 IA Practicum/Internship

Faculty: IA Faculty, Mandel (International Affairs Symposium)

Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on- and off-campus organizations. Students may participate in individually arranged opportunities or the 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. The International Affairs Symposium section 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. It may be taken up to four times.

Prerequisites: IA 100.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

IA 257 Global Resource Dilemmas

Faculty: Mandel.

Content: Exploration of the controversies surrounding global resource and environmental problems. Topics include the "limits to growth" and "lifeboat ethics" debates; global population, food, water, and energy problems; environment and development; and international resource conflict.

Prerequisites: IA 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 290 Middle East Politics

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 296 Human Rights in International Relations

Faculty: Smith-Cannoy.

Content: Tensions surrounding sovereignty, or nonintervention, 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.

Prerequisites: IA 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

IA 299 Independent Study

Faculty: International Affairs Faculty.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

IA 310 International Relations Theories

Faculty: Lascurettes.

Content: 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: IA 100. Two 200-level international affairs courses.

Restrictions: Junior standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

IA 312 Studies of Diplomacy

Faculty: Partovi.

Content: A reading of diplomatic history and the rules governing the conduct of diplomacy. The tools of statecraft through case studies including the strategy and tactics of negotiating across cultures, diplomatic law, and multilateral diplomacy.

Prerequisites: IA 100.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

IA 313 International Ethics

Faculty: International Affairs Faculty.

Content: An overview of different theoretical perspectives concerning moral argumentation in IR theory; ethical dimensions of poverty, population growth, climate change, terrorism, migration, moral standing of states and borders, use of force, ethics of humanitarian intervention, individual vs. group morality, origin and meaning of human rights, global governance, and just world order. Discussion of cosmopolitanism, patriotism, and nationalism; just war theory; nuclear ethics; global distributive justice; climate ethics; and the responsibilities and duties of citizens, soldiers, leaders, and collectives.

Prerequisites: IA 100.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 318 Multinational Corporations

Faculty: Mandel.

Content: Causes of growth of the multinational corporation, its impact on host states and home states, and international responses to its emergence.

Prerequisites: IA 100. ECON 100.

Restrictions: Sophomore standing required.

Usually offered: Every fourth year, fall semester.

Semester credits: 4.

IA 320 Democratization

Faculty: Coe.

Content: The international spread of democracy in the contemporary period. How variations in national institutional design and national context impact outcomes. Particular attention is given to the transition to and consolidation of democracy, instances of limited democratization, and the question of political accountability in nondemocracies.

Prerequisites: IA 100.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

IA 330 Global Security

Faculty: Mandel.

Content: Analysis of the major theories covering human, state, and international security. Emphasis on developing a probing conceptual understanding of ongoing challenges emanating from both state and nonstate sources. Explores military, economic, environmental, political, cultural dimensions. Cross-cultural security perspectives relevant to both Western and non-Western societies.

Prerequisites: IA 100.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

IA 333 International Law

Faculty: Smith-Cannoy.

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: IA 100.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

IA 340 International Political Economy

Faculty: Bennett.

Content: 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. Focus on trade, monetary, financial, and production relations.

Prerequisites: IA 100. ECON 100.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 342 Perception and International Relations

Faculty: 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.

Prerequisites: IA 100.

Restrictions: Sophomore standing required.

Usually offered: Every third year, fall semester.

Semester credits: 4.

IA 348 Global Order

Faculty: Lascurettes.

Content: Exploration of the origins and development of the modern state system in world politics, focusing on the different and most productive ways to think about how international relations have been or could be organized. Topics include the origins of state sovereignty and alternatives to it; important material, ideological, and political trends in international affairs in the seventeenth through twentieth centuries; the ingenuities and weaknesses of the American-led international order of the postwar era; the rapid development of international courts and tribunals, particularly since the end of the Cold War; and the prospects for and desirability of a non-Western-dominated global order emerging over the coming century.

Prerequisites: IA 100.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 350 Social Justice in the Global Economy

Faculty: Bennett.

Content: Examines the concepts of social justice, environmental sustainability, and fair trade within the context of the international political economy (IPE). How have these concepts been fostered or limited in the twentieth and twenty-first century IPE? How have states, international organizations, non-governmental organizations, and the private sector promoted or challenged further incorporation of concepts in the IPE? Focuses on empirical problems and analysis of existing and potential solutions, with special attention to voluntary, ethical certification systems such as fair trade.

Prerequisites: IA 100. IA 238, IA 340 or ECON 232.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 430 International Affairs Seminar

Faculty: Coe, Smith-Cannoy.

Content: Advanced research in international affairs. Students are expected to develop, research, write, and present a methodologically rigorous and analytically oriented analysis of some dimension of international relations. Topics and explanations are to be informed and guided by the relevant international relations literature. Normally taken during spring semester of senior year. Prerequisites: IA 310. One course from the Research Methods list.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

IA 444 Practicum

Faculty: International Affairs Faculty.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2-4.

IA 499 Independent Study

Faculty: International Affairs Faculty.

Content: Same as IA 299 but requiring more advanced work. May be repeated for credit.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Latin American Studies

Director: Freddy Vilches

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:

- One of the following:

HIST 141 Colonial Latin American History

HIST 142 Modern Latin American History

LAS 200 Latin American Cultural Studies

SOAN 266 Social Change in Latin America

- A minimum of one and a maximum of three international studies courses (language courses do not apply) taken while participating in a Lewis & Clark overseas study program in Latin America, hence a minimum of one semester in Latin America is required.
- Up to four additional courses from the following list. It is highly recommended that one of these be a Latin American literature course.

Art

ART 207 Pre-Columbian Art

Hispanic Studies

SPAN 230 Hispanic Literature in Translation

SPAN 360 Latin America and Spain: Pre-Columbian to Baroque

SPAN 370 Latin America and Spain: Enlightenment to the Present

SPAN 440 Topics in Hispanic Literatures (when focus is on Latin America)

SPAN 444 Spanish Practicum (when focus is on Latin America)

SPAN 446 Special Topics in Hispanic Literatures and Cultures (when focus is on Latin America)

SPAN 450 Special Topics in Spanish (when focus is on Latin America)

History

HIST 141 Colonial Latin American History

HIST 142 Modern Latin American History

HIST 242 Borderlands: U.S.-Mexico Border, 16th Century to Present

HIST 345 Race and Nation in Latin America

HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis

HIST 348 Modern Cuba

HIST 400 Reading Colloquium (when focus is on Latin America)

HIST 450 History Seminar (when focus is on Latin America)

International Affairs

IA 231 Latin American Politics

IA 430 International Affairs Seminar

Music

MUS 137 World Music: Latin America

Sociology/Anthropology

SOAN 261 Gender and Sexuality in Latin America

SOAN 266 Social Change in Latin America

- SOAN 349 Indigenous Peoples: Identities and Politics
- SOAN 400 Senior Seminar and Thesis (when focus is on Latin America)

At least three of the courses used for the minor must be taken on campus at Lewis & Clark.

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).

Forthcoming Overseas Study Programs

General Culture Offerings

Santiago de los Caballeros, Dominican Republic: every fall, every spring

Cuenca, Ecuador: every spring, every summer

Language-Intensive Offerings

Santo Domingo, Dominican Republic: every fall, every spring (with option of full year)

Santiago or Valparaiso, Chile: Annual: every fall, every spring (with option of full year)

For details, see Foreign Languages and Literatures and Overseas and Off-Campus Programs.

Faculty

Matthew N. Johnston. Associate professor of art history. Modern art history. Ph.D. 2004, M.A. 1994 University of Chicago. B.A. 1992 Yale University.

Bruce M. Podobnik. Associate professor of sociology. Environmental sociology, social movements, quantitative methods, Latin America. Ph.D. 2000, M.A. 1994 Johns Hopkins University. B.A. 1991 University of California at Santa Cruz.

Matthieu P. Raillard. Associate professor of Hispanic studies. Hispanic studies, 18th- and 19th-century Peninsular Spanish literature. Ph.D. 2004, M.A. 2000 University of Virginia. B.A. 1998 Colgate University.

Juan Carlos Toledano Redondo. Associate professor of Hispanic studies. Hispanic studies, 19th- and 20th-century Spanish American literature, Hispanic-Caribbean literature. Ph.D. 2002 University of Miami. B.A. 1996 Universidad de Granada.

Freddy O. Vilches. Associate professor of Hispanic studies, director of the Hispanic Studies Program. Hispanic studies, contemporary Spanish American literature, poetry, and song, Latin American cultural studies. Ph.D. 2006, M.A. 1993, B.A. 1991 University of Oregon.

Sarah D. Warren. Assistant professor of sociology. Race and ethnicity, social movements, nations and nationalism, gender, Latin America. Ph.D. 2010 University of Wisconsin at Madison. M.A. 2004 University of Texas at Austin. B.A. 2001 University of Arizona.

Wendy Woodrich. Senior lecturer in foreign languages. Spanish language, Latin American literature and culture, Hispanics in the United States. Ph.D. 1992 University of Oregon. M.A. 1977 University of Nevada at Las Vegas. B.A. 1975 Lewis & Clark College.

Elliott Young. Professor of history, director of the Ethnic Studies Program. Latin American and U.S.-Mexico Borderlands history. Ph.D. 1997, M.A. 1993 University of Texas at Austin. B.A. 1989 Princeton University.

LAS 200 Latin American Cultural Studies

Faculty: Latin American Studies Faculty.

Content: Theoretical approaches to the study of Latin American culture. Focused study of particular writers, artists, and musicians. Topics include indigenismo, nationalism, postcolonialism, the African diaspora, borderlands, and hybridity. Interdisciplinary approach integrates literary, historical, and anthropological modes of inquiry in this team-taught, bilingual class. To earn Hispanic studies credit, students must do their papers in Spanish.

Prerequisites: SPAN 301 or 302.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

Mathematical Sciences

Chair: Jens Mache

Administrative Coordinator: Anne Boal

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 aspects of the mathematical sciences: as a means of structuring the world of knowledge, as an art form, as an enabler of 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 three comprehensive major programs.

Resources for Nonmajors

The following courses are designed with nonmajors in mind:

QR 101 is intended for those students who need more preparation for college-level mathematics and science. It replaces MATH 055 and CS 102. Students who do not pass Lewis & Clark's quantitative reasoning exam should enroll in this course.

MATH 103 Perspectives in Mathematics, MATH 105 Perspectives in Statistics, and CS 107 Perspectives in Computer Science stress connections among

contemporary mathematics, statistics, computer science, and modern society.

MATH 115 Elementary Functions allows students to explore and become comfortable with the functions used in introductory calculus and computer science courses.

MATH 123 Calculus & Statistics for Modeling the Life Sciences introduces foundational quantitative skills that are relevant to problem solving in the life sciences.

MATH 255 Statistical Concepts and Methods introduces the main ideas of modern statistics with applications to problems encountered in various disciplines, especially the natural sciences.

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 (MATH 131 Calculus I, MATH 132 Calculus II, or MATH 233 Calculus III) and their college computer science programs with CS 171 Computer Science I. 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 MATH 115 Elementary Functions 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.

For graduate study in mathematics:

MATH 421 Abstract Algebra I
MATH 422 Abstract Algebra II
MATH 442 Real Analysis II

These students should take as many additional upper-division mathematics courses as possible. They 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:

CS 465 Theory of Computation

For graduate study in statistics or a career in actuarial science:

MATH 345 Numerical Analysis
MATH 451 Probability and Statistics I
MATH 452 Probability and Statistics II

For teaching in secondary or middle school:

MATH 315 Number Theory
MATH 355 Geometry

MATH 421 Abstract Algebra I
MATH 451 Probability and Statistics I

For a career in industry or applied mathematics:

MATH 255 Statistical Concepts and Methods
MATH 345 Numerical Analysis
MATH 365 Complex Variables

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:

- CS 171 Computer Science I
- CS 172 Computer Science II
- CS 230 Computational Mathematics
- CS 383 Algorithm Design and Analysis
- One of the following:
 - CS 277 Computer Architecture and Assembly Languages
 - CS 393 Computer Networks
- MATH 255 Statistical Concepts and Methods
- 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:

- CS 171 Computer Science I
- CS 172 Computer Science II
- CS 383 Algorithm Design and Analysis
- One of the following:
 - CS 277 Computer Architecture and Assembly Languages
 - CS 393 Computer Networks
- MATH 215 Discrete Mathematics
- MATH 225 Linear Algebra
- At least 8 additional semester credits in mathematics courses numbered 200 or above.
- At least 8 additional semester credits in computer science courses at the 300 or 400* level.

CS 230 Computational Mathematics does not count toward this major.

Major Requirements: Mathematics

A minimum of 36 semester credits in mathematics courses numbered 171 and above,* including the following:

- CS 171 Computer Science I
- MATH 215 Discrete Mathematics
- MATH 225 Linear Algebra

- MATH 233 Calculus III
- At least 16 additional semester credits at the 300 or 400* level, at least 12 of which must be in mathematics courses.

CS 230 Computational Mathematics does not count toward this major.

Minor Requirements: Computer Science

A minimum of 20 semester credits, including the following:

- Sixteen semester credits in computer science courses numbered 171 and above.
- CS 230 Computational Mathematics 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:

- MATH 215 Discrete Mathematics
- MATH 225 Linear Algebra
- At least 4 semester credits in mathematics at the 300 or 400* level.

**To apply MATH 490 Topics in Mathematics or CS 495 Topics in Computer Science to a major or minor requires consent of the department chair.*

Honors

The honors program in the mathematical sciences usually consists of either (a) a yearlong independent research project, or (b) a summer research project followed by one semester of 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.

QR 101 Foundations of Quantitative Reasoning

Faculty: Black.

Content: Students will apply mathematics, statistics, and algebra to quantitatively analyze, model, and solve problems in authentic contexts with a focus on effectively reporting the results and conclusions. Topics include units, dimensional analysis, estimation, percent change, proportional reasoning, linear and exponential modeling, systems of equations, charts and graphs, descriptive statistics, logarithmic scale, linear regression, correlation, and what-if analysis. Emphasis on using computational tools.

Prerequisites: ALEKS score of 30 or above.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

Computer Science

CS 107 Perspectives in Computer Science

Faculty: Mathematical Sciences Faculty.

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 and advanced standing credit) for CS 171 or its equivalent may not register for this course.

Prerequisites: QR 101 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

CS 171 Computer Science I

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: MATH 115 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

CS 172 Computer Science II

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: CS 171 or consent of instructor.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

CS 230 Computational Mathematics

Faculty: Mathematical Sciences Faculty.

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: MATH 115 or equivalent. CS 171.

Usually offered: Annually, fall semester.

Semester credits: 4.

CS 277 Computer Architecture and Assembly Languages

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: CS 172.

Usually offered: Annually, spring semester.

Semester credits: 4.

CS 363 Operating Systems

Faculty: Mathematical Sciences Faculty.

Content: Basic principles, policies, design issues, and construction of computer operating systems. Memory management, scheduling, synchronization of concurrent processes, input-output.

Prerequisites: CS 277.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CS 367 Computer Graphics

Faculty: Mathematical Sciences Faculty.

Content: Two- and three-dimensional computer graphics. Line, circle, filling, windowing, clipping algorithms, three-dimensional perspective projections, hidden line removal, shading, light models.

Prerequisites: CS 172. CS 230 or equivalent. Familiarity with trigonometry, vectors helpful.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

CS 369 Artificial Intelligence

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: CS 172.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CS 373 Programming Language Structures

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: CS 172.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CS 383 Algorithm Design and Analysis

Faculty: Mathematical Sciences Faculty.

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: CS 172. MATH 215 or CS 230.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

CS 393 Computer Networks

Faculty: Mathematical Sciences Faculty.

Content: The structure, implementation, and theoretical underpinnings of computer networks. Topic areas include Internet protocols, client-server computing, distributed applications.

Prerequisites: CS 172.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CS 444 Internship/Practicum

Faculty: Mathematical Sciences Faculty.

Content: Practicum or internship in computer science.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

CS 465 Theory of Computation

Faculty: Mathematical Science Faculty.

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: CS 172. MATH 215.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CS 467 Advanced Computer Graphics

Faculty: Mathematical Sciences Faculty.

Content: Advanced three-dimensional computer graphics. Z-buffer algorithms, Phong smooth shading, ray tracing, texture mapping, spline patches.

Prerequisites: CS 367.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CS 487 Advanced Algorithms

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: CS-383.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

CS 488 Software Development

Faculty: Drake.

Content: Development of large software systems by teams of programmers. Problem specification, system design, testing, software frameworks, design patterns.

Prerequisites: CS 373 or CS 383.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

CS 495 Topics in Computer Science

Faculty: Mathematical Sciences Faculty.

Content: Determined by student and/or faculty interest. May continue topics from an existing course or explore new areas. May be taken three times for credit under different topics.

Prerequisites: Consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

CS 499 Independent Study

Faculty: Mathematical Sciences Faculty.

Content: Independent study topic to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Mathematics and Statistics**MATH 103 Perspectives in Mathematics**

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: QR 101 or equivalent.

Usually offered: Annually, fall semester.

Semester credits: 4.

MATH 105 Perspectives in Statistics

Faculty: Mathematical Sciences Faculty.

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 ECON 103, PSY 200, or AP Statistics may not take this course for credit.

Prerequisites: QR 101 or equivalent.

Usually offered: Annually, fall semester.

Semester credits: 4.

MATH 115 Elementary Functions

Faculty: Mathematical Sciences Faculty.

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. May not be taken for credit if AP Calculus credit has been granted.

Prerequisites: QR 101 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MATH 123 Calculus & Statistics for Modeling the Life Sciences

Faculty: Stanhope.

Content: Use of case studies to introduce students to foundational quantitative skills that are relevant to problem solving in the life sciences. Included are topics in calculus, probability, statistics, and algorithms.

Prerequisites: MATH 115.

Usually offered: Annually, fall semester.

Semester credits: 4.

MATH 131 Calculus I

Faculty: Mathematical Sciences Faculty.

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. May not be taken for credit if AP Calculus credit has been granted.

Prerequisites: MATH 115 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MATH 132 Calculus II

Faculty: Mathematical Sciences Faculty.

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. May not be taken for credit if AP Calculus BC credit has been granted.

Prerequisites: MATH 131 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MATH 215 Discrete Mathematics

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: MATH 132 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MATH 225 Linear Algebra

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: MATH 132 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MATH 233 Calculus III

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: MATH 132 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MATH 235 Differential Equations

Faculty: Mathematical Sciences Faculty.

Content: Introduction to theory, methods, and applications of differential equations, emphasizing the analysis of dynamical systems. Elementary modeling, numerical techniques, solutions to linear systems, qualitative analysis of nonlinear systems, nonlinear oscillators, introduction to advanced topics.

Prerequisites: MATH 132 or equivalent.

Usually offered: Annually, fall semester.

Semester credits: 4.

MATH 244 Math Practicum

Faculty: Mathematical Sciences Faculty.

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. Credit-no credit. May be taken twice for credit with at most 2 credits counted toward math major.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

MATH 255 Statistical Concepts and Methods

Faculty: Chen.

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.

Prerequisites: MATH 131 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 4.

MATH 281 Putnam Exam Preparation

Faculty: Stavrov.

Content: Emphasis on problem-solving skills required for success on the Putnam Exam. Participation in the exam is required to earn credit. Credit-no credit. May be taken twice for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually.

Semester credits: 1.

MATH 282 Modeling Competition Preparation

Faculty: 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. Credit-no credit. May be taken twice for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, spring semester.

Semester credits: 1.

MATH 305 Calculus IV With Applications to the Physical Sciences

Faculty: Allen.

Content: Using techniques of multivariate calculus to derive and study the classical linear partial differential equations. Topics include the calculus of variations, initial and boundary value problems, the method of separation of variables, Hilbert spaces, and Fourier series. Additional topics may include special functions, the Fourier transform, and Green's functions. Math 235 may be taken concurrently with permission of instructor.

Prerequisites: MATH 233, MATH 235.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

MATH 315 Number Theory

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: MATH 215 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

MATH 325 Combinatorics

Faculty: 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: MATH 215 and MATH 225 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

MATH 341 Real Analysis

Faculty: Stanhope, Stavrov.

Content: Development of the ability to understand, construct, and write proofs in analysis. Topics include limits, continuity, differentiation, integration, metric spaces, applications, and generalizations, from an axiomatic perspective.

Prerequisites: MATH 215.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

MATH 345 Numerical Analysis

Faculty: Ely.

Content: The theoretical basis, error analysis, and practical techniques of numerical computations. Topics chosen from the following: solutions of systems of linear equations, solutions of nonlinear equations, numerical integration and differentiation, solutions of ordinary differential equations, eigenvalue problems, interpolation, approximation.

Prerequisites: CS 171. MATH 225. MATH 233.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

MATH 355 Geometry

Faculty: Mathematical Sciences Faculty.

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.

Prerequisites: MATH 215 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

MATH 358 Topology

Faculty: Allen, Stanhope, Stavrov.

Content: Concepts of topology. Set theory, metric spaces, topological spaces, continuity, compactness, connectedness, and topological equivalence.

Prerequisites: MATH 215 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

MATH 365 Complex Variables

Faculty: Mathematical Sciences Faculty.

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 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

MATH 421 Abstract Algebra I

Faculty: 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: MATH 215 and MATH 225, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

MATH 422 Abstract Algebra II

Faculty: 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: MATH 215 and MATH 225, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

MATH 442 Real Analysis II

Faculty: Stanhope, Stavrov.

Content: A two-semester sequence in the theory of mathematical analysis. Development of the ability to understand, construct, and write proofs in analysis. Limits, continuity, differentiation, integration, metric spaces, applications, generalizations.

Prerequisites: MATH 225, MATH 233, and MATH 441, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

MATH 451 Probability and Statistics I

Faculty: Chen.

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: MATH 215 and MATH 233, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

MATH 452 Probability and Statistics II

Faculty: Chen.

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: MATH 215 and MATH 233, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

MATH 490 Topics in Mathematics

Faculty: Mathematical Sciences Faculty.

Content: Determined by student and/or faculty interest. May continue topics from an existing course or explore new areas. May be taken three times for credit under different topics.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

Music

Chair: Katherine FitzGibbon

Administrative Coordinator: Jessica Sweeney

Lewis & Clark's Department of Music provides an intellectually, artistically, and creatively rigorous program with a breadth and depth of opportunities for students to explore music within the context of their liberal arts education. Music majors receive a comprehensive musical education through studying a core program of music theory, music history, and performance. They then choose an area of specialization that culminates in a capstone senior project. The music major curriculum is designed to prepare students for further musical study, careers in music, and global citizenry.

Our faculty of active performers, composers, music historians, and world-music scholars tailor their teaching to the needs of music majors and nonmajors, striving to establish music as a perpetually enriching element in the lives of their students.

Performing Organizations

The Department of Music provides performing opportunities for students at all levels of accomplishment and interest. These include the African Marimba Ensemble, Cappella Nova (a mixed choral ensemble), Community Chorale, Gamelan Ensemble, Ghanaian Drum Ensemble, Ghanaian Music and Dance Ensemble, Guitar Ensemble, Chamber Music Ensembles, Jazz Combos, Opera/Musical Theatre, Orchestra, Percussion Ensemble, Voces Auream Treble Chorus, and Wind Symphony.

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.

All MUP (music performance) courses at the 100 level.

MUS 100	Pre-Theory
MUS 102	Jazz Appreciation
MUS 104	Sound and Sense: Understanding Music
MUS 105	Introduction to World Music
MUS 106	Workshops in World Music
MUS 107	Music in the United States
MUS 123	Chamber Music
MUS 124	The Symphony
MUS 135	Opera, Mantua to Beijing
MUS 136	World Music: Asia
MUS 137	World Music: Latin America
MUS 142	Music and Social Justice
MUS 151	Contemporary Trends in Music
MUS 162	History of Western Music I
MUS 163	History of Western Music II
MUS 233	Introduction to Electronic Music
MUS 361	Writing About Music

Facilities

The musical life of Lewis & Clark is based around Evans Music Center. Rehearsal rooms, 22 practice rooms, faculty offices and teaching studios, classrooms, and the 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 used for major concerts and recently underwent a renovation that enhanced its already vibrant sound. 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, as well as digital subscriptions providing access to hundreds of thousands of additional recordings. 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 and a composition computer suite.

The Music Center houses two harpsichords, a baroque organ, and 43 pianos, including one 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.

The Major Program

A core curriculum is common for the first two years, with students pursuing a more focused course of study in the junior and senior years. For the senior capstone experience, all students complete a senior project in recital performance, composition, or music research, or a hybrid project combining more than one of those formats.

Declaring a music major by the sophomore year is strongly advised.

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 core requirements at this time. Transfer students and those who decide to declare a music major after the sophomore year must consult the department chair.

The sophomore review involves a short performance in the student's primary area of studio instruction, or work samples in the primary area of interest (for students working in composition, musicology, or ethnomusicology), as well as an interview about intended areas of study in the junior and senior years.

A satisfactory departmental review results in faculty approval of upper-division status as a music major and is a prerequisite for MUS 490 Senior Project. Students are asked to propose their senior capstone project during fall of their junior year. Enrollment in MUS 490 requires completion of at least one semester of 300-level study in the chosen area of study. Further advising for a student's senior project is done individually to match students' aims with departmental and national standards. The senior project requires work beyond the core major requirements. Majors are required to complete the piano proficiency sequence before enrolling in MUS 490.

Major Requirements

All students intending to major in music must first complete (or have waived by examination) MUS 100 and MUS 150. Credit earned in these courses does not apply toward the major, which requires a minimum of 48 semester credits, distributed as follows:

- Music theory and composition:
 - MUS 200 Music Theory II
 - MUS 250 Music Theory III
- Music history and literature:
 - MUS 162 History of Western Music I
 - MUS 163 History of Western Music II
- Four semester credits of a single instrument or voice lessons. Declared majors must enroll in on-campus studio instruction every semester.
- Six semester credits of ensemble chosen from the following list. At least four of the six credits must be from orchestra, wind symphony, or choirs.
 - MUP 111 Orchestra
 - MUP 112 Wind Symphony
 - MUP 113 Jazz Combos
 - MUP 115 Voces Auream Treble Chorus
 - MUP 116 Community Chorale
 - MUP 117 Cappella Nova
 - MUP 118 Vocal Performance Workshop
 - MUP 121 Gamelan Ensemble
 - MUP 136 Ghanaian Drumming Ensemble

- MUP 138 Beginning African Marimba Ensemble
- MUP 214 Guitar Ensemble
- MUP 215 Chamber Music Ensembles
- MUP 293 Accompanying Class

- Four semester credits of world music chosen from the following:
 - MUS 106 Workshops in World Music
- Eight semester credits of upper-division theory or composition chosen from the following:
 - MUS 300 Music Theory IV: Contemporary
 - MUS 316 Jazz Theory
 - MUS 333 Seminar in Electronic Music
 - MUS 341 Orchestration
 - MUS 342 Counterpoint
 - MUS 346 Conducting
 - MUS 347 Advanced Conducting
- Four semester credits of upper-division music history or ethnomusicology chosen from:
 - MUS 307 Seminar in Music
 - MUS 308 Advanced Seminar in Music, Comparative and North American
 - MUS 361 Writing About Music
- Four semester credits of applied piano lessons:
 - MUP 141 Piano Proficiency I
 - MUP 142 Piano Proficiency II
 - MUP 143 Piano Proficiency III
 - MUP 144 Piano Proficiency IV
- Two semester credits in MUS 490.

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 music history, theory, and performance.

Minor Requirements

A minimum of 23 semester credits, distributed as follows:

- Four semester credits of music theory and aural skills chosen from the following:
 - MUS 150 Music Theory I
 - MUS 200 Music Theory II
- Eight semester credits in music history and literature:
 - MUS 162 History of Western Music I
 - MUS 163 History of Western Music II
- Two semester credits of ensemble chosen from the following list. At least one of the two credits must be from orchestra, wind symphony, or choirs.
 - MUP 111 Orchestra
 - MUP 112 Wind Symphony
 - MUP 113 Jazz Combos

MUP 115	Voces Auream Treble Chorus
MUP 116	Community Chorale
MUP 117	Cappella Nova
MUP 118	Vocal Performance Workshop
MUP 121	Gamelan Ensemble
MUP 136	Ghanaian Drumming Ensemble
MUP 138	Beginning African Marimba Ensemble
MUP 214	Guitar Ensemble
MUP 215	Chamber Music Ensembles
MUP 293	Accompanying Class

- One semester credit of instrumental or voice lessons.
- Eight semester credits in upper-level courses in theory, music history, world music, or composition chosen from the following:

MUS 300	Music Theory IV: Contemporary
MUS 307	Seminar in Music
MUS 308	Advanced Seminar in Music, Comparative and North American
MUS 316	Jazz Theory
MUS 333	Seminar in Electronic Music
MUS 341	Orchestration
MUS 342	Counterpoint
MUS 346	Conducting
MUS 347	Advanced Conducting
MUS 361	Writing About Music

Honors

To qualify for honors, students must have a GPA of 3.500 or higher both in the major and overall. They must also produce an exceptional senior project. All eligible senior music majors are reviewed for possible honors by the faculty, who evaluate the quality of their academic coursework and their senior project. Students must have completed at least two semesters of coursework at Lewis & Clark before being considered eligible for honors.

Faculty

Alex Addy. Instructor in music. Ghanaian drumming. .

Dan Balmer. Instructor in music. Jazz guitar, jazz combos. .

Julia Banzi. Instructor in music. Flamenco guitar. .

Eleonora Maria Beck. James W. Rogers Professor of Music. Medieval and Renaissance music history; contemporary American, popular, and women's music. Ph.D. 1993, M.Phil. 1991, M.A. 1989 Columbia University. B.A. 1983 Barnard College.

Nathan Beck. Instructor in music. African marimba, mbira. .

Joel Belgique. Instructor in music. Viola. .

Carol Biel. Instructor in music. Piano. .

Dave Captein. Instructor in music. Jazz bass. .

Diane Chaplin. Instructor in music. Cello. .

JáTik Clark. Instructor in music. Tuba. .

Deborah Cleaver. Instructor in music. Piano. .

Emily Cole. Instructor in music. Violin. .

Tim Connell. Instructor in music. Mandolin. .

Jennifer Craig. Instructor in music. Harp. .

Charles Doggett. Instructor in music. Jazz drum set. .

Jack Dwyer. Instructor in music. Mandolin. .

David Eby. Instructor in music. Cello. .

Dave Evans. Instructor in music. Saxophone. .

Joshua Feinberg. Instructor in music. Sitar. .

Katherine FitzGibbon. Associate professor of music, director of choral activities, chair of the Department of Music. Choir, conducting, music history. D.M.A. 2008 Boston University. M.M. 2002 University of Michigan. B.A. 1998 Princeton University.

Lee R. Garrett. Professor emeritus of music. D.M.A. University of Oregon.

Anna Haagenon. Instructor in music. Voice. .

Carl Halvorson. Instructor in music. Voice. .

Mitch Iimori. Instructor in music. Oboe. .

Lance Inouye. Assistant professor of music, director of orchestral activities. Orchestra, conducting, theory. D.M.A. 2015 College Conservatory of Music at University of Cincinnati. M.M. 2000 Aaron Copland School of Music at Queens College, City University of New York. B.M. Berklee College of Music.

Nancy Ives. Instructor in music. Chamber music. .

Dunja Jennings. Instructor in music. Clarinet. .

Michael Johanson. Associate professor of music, director of composition. Composition, theory. D.M. 2004, M.M. 1994 Indiana University. B.M. 1991, 1990 Eastman School of Music.

Mindy Johnston. Instructor in music. Gamelan. .

Jeffrey Leonard. Instructor in music, director of jazz studies. Electronic music, electric bass guitar. B.M. 1984 Western Washington University.

Rik Masterson. Instructor in music. Tabla. .

Susan McBerry. Instructor in music. Voice, opera workshop, musical theatre. M.A. 1971, B.A. 1970 Portland State University.

Ben Medler. Instructor in music. Trombone. .

John Mery. Instructor in music. Classical guitar, folk guitar. .

James O'Banion. Instructor in music. Trumpet. .

Brett Paschal. Instructor in music, director of bands, director of percussion studies. Percussion, pre-theory. M.M. 1998 University of Tennessee at Knoxville. B.M. 1996, B.A. 1996 Eastern Washington University.

Holland Phillips. Instructor in music. Viola, violin. .

Randy Porter. Instructor in music. Jazz piano, jazz. .

Luke Price. Instructor in music. Fiddle. .

Jason Schooler. Instructor in music. Classical bass. .
 Susan DeWitt Smith. Assistant professor of music, director of piano. Piano, theory. D.M.A. 1992 Eastman School of Music. M.M. 1985 San Francisco Conservatory of Music. B.A. 1984 Dartmouth College.
 Bill Stalnaker. Instructor in music. French horn. .
 Adam Steele. Instructor in music. Choir. .
 Michael Stirling. Instructor in music. Hindustani vocal. .
 Jon Stuber. Instructor in music. Choir. .
 Beth Szczepanski. Visiting assistant professor of music, director of world music. Ethnomusicology. Ph.D. 2008, M.A. 2004 The Ohio State University. B.A. 1999 University of Oklahoma.
 Nancy Teskey. Instructor in music. Flute. .
 Stephanie Thompson. Instructor in music. Piano, accompanying. .
 Adam Trussell. Instructor in music. Bassoon. .
 Ines Voglar. Instructor in music. Violin. .

MUS 100 Pre-Theory

Faculty: Music Faculty.
 Content: Elements of music in sight and sound, dealing with pitch, rhythm, intervals, chords.
 Prerequisites: None.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 4.

MUS 102 Jazz Appreciation

Faculty: Leonard.
 Content: Developing an understanding and appreciation for a wide range of jazz styles, both old and new, through the cultivation of listening skills, examination of the elements of music that define jazz, and the study of jazz history with an emphasis on its key figures.
 Prerequisites: None.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 4.

MUS 104 Sound and Sense: Understanding Music

Faculty: E. Beck, Music Faculty.
 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.
 Prerequisites: None.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 4.

MUS 105 Introduction to World Music

Faculty: Szczepanski.
 Content: 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.
 Prerequisites: None.
 Usually offered: Annually, fall and spring semester.
 Semester credits: 4.

MUS 106 Workshops in World Music

Faculty: Szczepanski.
 Content: Musical structures, performance contexts, and cultural significance of music from around the world. Learn to make music and dance in three different genres, such as Indonesian gamelan, Hindustani music, and West African drumming and dance. Specific content may change from year to year.
 Prerequisites: None.
 Usually offered: Annually, spring semester.
 Semester credits: 4.

MUS 107 Music in the United States

Faculty: Music Faculty.
 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.
 Prerequisites: None.
 Usually offered: Alternate Years, fall and spring semester.
 Semester credits: 4.

MUS 123 Chamber Music

Faculty: Music Faculty.
 Content: Chamber music in its various forms in the non-Western and Western traditions, with examples from jazz, percussion and African ensembles, string quartets, vocal ensembles, and folk. Use of visual and audio materials, live performances when possible.
 Prerequisites: None.
 Usually offered: Every fourth year, fall and spring semester.
 Semester credits: 4.

MUS 124 The Symphony

Faculty: Music Faculty.
 Content: Study of the symphony and its development in the Western tradition with examples from Mozart to John Williams. Use of visual and audio materials, live performances when possible.
 Prerequisites: None.
 Usually offered: Every fourth year, fall and spring semester.
 Semester credits: 4.

MUS 135 Opera, Mantua to Beijing

Faculty: Music Faculty.
 Content: Opera as a dramatic, multidisciplinary music-theatrical form that has developed in specific ways in different countries, cultures, and eras. Emphasis on Western examples from the baroque to contemporary. Literary, musical, and dramatic elements. Use of visual and audio materials; live performances when possible.
 Prerequisites: None.
 Usually offered: Alternate Years, fall and spring semester.
 Semester credits: 4.

MUS 136 World Music: Asia

Faculty: Szczepanski.

Content: Survey of musical traditions from the Asian continent. Study of music, instruments, and performance through readings, recordings, and live performance when possible. Historical developments, how the music is used. Social function, political context, art, poetry, literature, and religion as they assist in understanding the music and its culture.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

MUS 137 World Music: Latin America

Faculty: Szczepanski.

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, and live performance when possible. Historical developments, how the music is used. Social function, political context, art, poetry, literature, and religion as they assist in understanding the music and its culture.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MUS 142 Music and Social Justice

Faculty: Beck, Szczepanski.

Content: Engages with the roles of music in movements for women's rights, LGBTQ equality, civil rights, labor reform, and nation building. Will entail critical listening, examination of primary and secondary sources, and research papers.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

MUS 150 Music Theory I

Faculty: Music Faculty.

Content: Functional diatonic harmony and voice leading in the styles of the common practice period. Four-part harmony and figured bass. Elementary counterpoint, formal analysis, rhythmic structures, modulation. Ear training, sight singing, keyboard work, and rhythm reading with representative works.

Prerequisites: MUS 100 or placement exam.

Usually offered: Annually, fall semester.

Semester credits: 4.

MUS 151 Contemporary Trends in Music

Faculty: Music Faculty.

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.

Prerequisites: None.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

MUS 162 History of Western Music I

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

MUS 163 History of Western Music II

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

MUS 200 Music Theory II

Faculty: Music Faculty.

Content: Four-voice chromatic, modulating chorale writing in all major and minor keys. Harmonization of chromatic melodies. Analysis of binary and ternary forms, basic phrase structures. Ear training, sight singing, keyboard work, and rhythm reading, including simple chromatic chord progressions, rhythmic dictation with syncopation at faster tempi in simple and compound meters, and chromatic melodic dictation exercises.

Prerequisites: MUS 150 or placement exam.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

MUS 233 Introduction to Electronic Music

Faculty: Leonard.

Content: Electronic music synthesis. MIDI sequencing and editing, drum and rhythm programming, use of loops, recording and editing digital audio, use and manipulation of audio in samplers, basic synthesis techniques, digital-effects processing. Overview of technical development. Relevant historical considerations and basic compositional techniques.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MUS 244 Practicum

Faculty: Music Faculty.

Content: Internship or Practicum to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

MUS 250 Music Theory III

Faculty: Music Faculty.

Content: Romantic-era chromatic harmonic analysis with linear (non-functional) progressions; foreign-key modulations. Formal analysis of sonata, rondo, sonata-rondo, and other forms, including unusual periodic, sentence, and phrase-group structures. Ear training, sight singing, keyboard work, and rhythm reading, including sophisticated chromatic chord progressions, rhythmic dictation with hemiola, metric shifting, and polyrhythm; chromatic and modulating melodic dictations of greater length and complexity.

Prerequisites: MUS 200 or placement exam.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

MUS 260 Piano Literature

Faculty: Smith.

Content: Content: In-depth survey of keyboard masterworks from the baroque era to the present day. Style and historical significance of the repertoire by the major composers from each era.

Prerequisites: MUS 150 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

MUS 280 Vocal Literature

Faculty: McBerry.

Content: In-depth survey of solo vocal music from 1750 through the present. Style qualities, performance practices, environment in the major historical periods. Weekly in-class performances and listening experience; off-campus recital attendance.

Prerequisites: MUS 150 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

MUS 281 Art & Science of the Voice

Faculty: McBerry.

Content: General survey of the study of the voice, including foreign-language singing principles, current research on vocal performance and historical style, and certain aspects of vocal anatomy and physiology. Essential information for experienced singers.

Prerequisites: MUP 174 and consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

MUS 299 Independent Study

Faculty: Music Faculty.

Content: A well-defined study project carried out under regular supervision by a faculty member. The course is intended to allow advanced students to work in areas and on projects not normally included in scheduled courses. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

MUS 300 Music Theory IV: Contemporary

Faculty: Music Faculty.

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, and new formal organizations.

Ear training, sight singing, keyboard work, and rhythm reading with representative works.

Prerequisites: MUS 250 or placement exam.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

MUS 307 Seminar in Music

Faculty: Beck, Szczepanski.

Content: Advanced seminar with a different research focus every semester. Topics announced in advance.

Classes will focus on music outside of North America. Topics in previous semesters have included music and Chinese philosophy, music and iconography, music of diaspora, music and ritual, eco-musicology, women and music, and medieval and Renaissance music.

Prerequisites: MUS 104, 106, 162, or 163.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

MUS 308 Advanced Seminar in Music, Comparative and North American

Faculty: Beck, Szczepanski.

Content: Advanced seminar with a different research focus every semester. Topics announced in advance.

Classes will focus on music in North America and/or comparative topics. Topics might include jazz history, music and iconography, music of diaspora, music and diplomacy, jazz history, eco-musicology, women and music, and Native American music.

Prerequisites: MUS 104, 106, 162, or 163.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

MUS 316 Jazz Theory

Faculty: Music Faculty.

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. Prerequisites: MUS 121 or permission. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

MUS 333 Seminar in Electronic Music

Faculty: Leonard.

Content: Advanced, continuing course including synthesis and sound design, creation and utilization of loops, live application of digital processing. Exploration of new technical and software developments. Examples of sophisticated or unusual MIDI and audio techniques. Composition for digital media. Prerequisites: MUS 233. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 4.

MUS 341 Orchestration

Faculty: Johanson.

Content: Instrumentation and orchestration using Western classical instruments. Arranging and composing for winds, brass, percussion, strings, voice. Prerequisites: MUS 150. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

MUS 342 Counterpoint

Faculty: Johanson.

Content: Counterpoint in historical styles, including the complex polyphony of the sixteenth and eighteenth centuries. Prerequisites: MUS 250. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

MUS 346 Conducting

Faculty: FitzGibbon, Inouye, Paschal.

Content: Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, application of music-theory analysis to score reading for the conductor. Instrumentation, transpositions, string bowings, and performance practice. Prerequisites: None. Restrictions: Sophomore standing and music major required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

MUS 347 Advanced Conducting

Faculty: FitzGibbon, Inouye.

Content: Refinement of skills important to the professional musician: sight reading, conducting, score reading, aural perception, improvisation. Traditional and contemporary idioms. Rehearsal techniques. Prerequisites: MUS 250 and 346. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

MUS 361 Writing About Music

Faculty: 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. Prerequisites: None. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall semester. Semester credits: 4.

MUS 444 Practicum

Faculty: Music Faculty.

Content: Internship or Practicum to be arranged with instructor. Prerequisites: None. Restrictions: Sophomore standing and consent required. Usually offered: Annually, fall and spring semester. Semester credits: 1-4.

MUS 490 Senior Project

Faculty: Music Faculty.

Content: Research in musicology, ethnomusicology, or theory leading to a thesis. Preparation for a recital (performance or composition). Music education (school practicum). 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. Prerequisites: Successful completion of piano proficiency exam. Restrictions: Senior standing and approval of music faculty through formal review at sophomore or junior level required. . Usually offered: Annually, fall and spring semester. Semester credits: 2.

MUS 499 Independent Study

Faculty: Music Faculty.

Content: Same as MUS 299 but requiring more advanced work. May be repeated for credit. Prerequisites: None. Restrictions: Sophomore standing and consent required. Usually offered: Annually, fall and spring semester. Semester credits: 1-4.

Performance Studies

Note: Performance Studies (MUP) courses may be repeated for credit.

MUP 100 Music Private Lesson for Non-Music Major

Faculty: Music Faculty.

Content: Five hours of private music lessons in the instrument specified. This course does not apply to the Music major or minor, and does not apply to General Education requirements. Elective credit only.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 0.5.

MUP 111 Orchestra

Faculty: Inouye.

Content: 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 (MUP 112) and/or Orchestra based on the needs of each ensemble. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 112 Wind Symphony

Faculty: Paschal.

Content: 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 repertory. Students will play in Wind Symphony and/or Orchestra (MUP 111) based on the needs of each ensemble. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 113 Jazz Combos

Faculty: 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. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 115 Voces Auream Treble Chorus

Faculty: Steele.

Content: Singing of diverse choral music for treble voices. Preparation and performance of choral literature from all stylistic periods, a cappella and accompanied. Open to all students after placement audition. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 116 Community Chorale

Faculty: FitzGibbon.

Content: Singing of diverse choral music for large symphonic chorus. Preparation and performance of choral literature from all stylistic periods, a cappella and accompanied. Open to all students of all three schools after placement audition, as well as faculty, staff, alumni, and community members. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 117 Cappella Nova

Faculty: FitzGibbon.

Content: Singing of diverse choral music. Preparation and performance of choral literature from all stylistic periods, a cappella and accompanied. Open to all students after placement audition. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 118 Vocal Performance Workshop

Faculty: McBerry.

Content: Workshop for singers, with variable performance focus. Topics may include opera and musical theatre performance, with exercises in acting, stage movement, character development, and scene studies; early music performance; art song performance; vocal chamber music; and others. May be repeated for credit up to a maximum of 12 credits.

Prerequisites: None.

Restrictions: Audition.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

MUP 121 Gamelan Ensemble

Faculty: Johnston.

Content: 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. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 124 Viola da Gamba Private Lessons

Faculty: Scott.

Content: Private lessons in Viola da Gamba, a string instrument related to the cello and used in the performance of early music. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 125 African Mbira Class

Faculty: N. Beck.

Content: The basic technique of playing the 22-key Shona mbira. The history, cultural context, and musical structure. Instruments will be provided. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 131 Beginning Voice Class

Faculty: 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. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 132 Beginning Piano Class

Faculty: Biel.

Content: Basics of keyboard playing, emphasizing ensemble playing. Individual needs dictate content. Music majors may desire basic technical and theoretical skills; non-majors may pursue single literature of interest. Divided into sections according to student backgrounds and skills. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 134 Beginning Guitar Class

Faculty: Mery.

Content: Rudiments of musical notation and technical skills, developed through folk music. Basic folk guitar techniques learned through musical notation, tabulature, visual demonstration. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 135 Percussion Ensemble

Faculty: Paschal.

Content: Performance ensemble. Rehearsal of percussion duets, trios, and larger ensembles. Students give a concert each semester. Percussionists of all levels are encouraged to participate. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 136 Ghanaian Drumming Ensemble

Faculty: Addy.

Content: Music of West Africa. Introduction to performance of Ghanaian drums. Singing in traditional styles. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 138 Beginning African Marimba Ensemble

Faculty: N. Beck.

Content: Introduction to playing techniques of African marimba. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 141 Piano Proficiency I

Faculty: Staff.

Content: First semester of 4-semester piano proficiency requirement. Students who are new to piano study should contact the piano area coordinator prior to course registration to be matched with the appropriate teacher.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 142 Piano Proficiency II

Faculty: Music Faculty.

Content: Second semester of 4-semester piano proficiency requirement.

Prerequisites: MUP 141 or placement.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 143 Piano Proficiency III

Faculty: Music Faculty.

Content: Third semester of 4-semester piano proficiency requirement.

Prerequisites: MUP 141 and MUP 142 or placement.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 144 Piano Proficiency IV

Faculty: Music Faculty.

Content: Fourth semester of 4-semester piano proficiency requirement.

Prerequisites: MUP 141, MUP 142, and MUP 143, or placement.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 147 Applied Brass Lessons

Faculty: Music Faculty.

Content: Applied brass lessons that introduce students to a variety of brass instruments, as determined by the student in consultation with the instructor.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 148 Applied String Lessons

Faculty: Music Faculty.

Content: Private lessons that introduce students to all four instruments of the string family: violin, viola, cello, and bass.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 149 Applied Woodwind Lessons

Faculty: Music Faculty.

Content: Private lessons that introduce students to a variety of woodwind instruments, as determined by the student in consultation with the instructor.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 150 Beginning Ghanaian Music and Dance Ensemble

Faculty: Addy.

Content: Introduction to hand drumming and dance of Ghana, West Africa. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 152 Hindustani Voice Class

Faculty: Stirling.

Content: Introduction to the vocal style and technique of North Indian classical music and understanding of its ancient cultural and historical elements. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 153 Hindustani Voice Private Lessons

Faculty: Music Faculty.

Content: Private instruction of the vocal style and technique of North Indian classical music. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 154 Beginning Indian Instrumental Music Class

Faculty: Feinberg.

Content: Group instruction on the basic principles of Indian music performance, available to instrumentalists on all instruments (both Indian and Western) with at least one year of experience. Class will cover ragas, talas, microtuning, and performance style. Fee. May be repeated for credit.

Prerequisites: None.

Restrictions: Consent of instructor.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 155 Sitar Private Lessons

Faculty: Music Faculty.

Content: Instruction in sitar and fundamental principles of North Indian classical music. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 157 Tabla Private Lessons

Faculty: Masterson.

Content: Instruction in tabla and fundamental principles of North Indian classical music. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 158 Charango Private Lessons

Faculty: Vilches.

Content: Private lessons in charango. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 159 Cuatro Private Lessons

Faculty: Vilches.

Content: Private lessons in cuatro. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 161 Fiddle Private Lessons

Faculty: Music faculty.

Content: Private lessons in fiddle. Fee. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition and Instructor Consent Required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 165 Classical Guitar Private Lessons

Faculty: Mery.

Content: Private lessons in classical guitar. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 166 Folk Guitar Private Lessons

Faculty: Banzi.

Content: Private lessons in folk guitar. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 167 Jazz Guitar Private Lessons

Faculty: Balmer.

Content: Private lessons in jazz guitar. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 168 Electric Bass Guitar Private Lessons

Faculty: Leonard.

Content: Private lessons in electric bass guitar. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 169 Flamenco Guitar Private Lessons

Faculty: Banzi.

Content: Private lessons in flamenco guitar. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 170 Jazz Piano Private Lessons

Faculty: Porter.

Content: Private lessons in jazz piano. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 171 Classical Piano Private Lessons

Faculty: Biel, Cleaver, Thompson, Smith.

Content: Private lessons in classical piano. Fee. May be repeated for credit. First-time piano students should contact the piano area coordinator prior to course registration to be matched with a specific teacher.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 172 Harpsichord Private Lessons

Faculty: Music Faculty.

Content: Private lessons in harpsichord. Fee. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition/Consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 173 Organ Private Lessons

Faculty: Garrett.

Content: Private lessons in organ. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 174 Voice Private Lessons

Faculty: Haagenson, Halvorsen, McBerry.

Content: Individual private vocal lessons. Emphasis on healthy vocal technique, selection of appropriate repertoire, methods of learning vocal music, and performance with excellent style, diction, and expression. Fee. May be repeated for credit. First-time voice students should contact the voice area coordinator prior to course registration to be matched with a specific teacher.

Prerequisites: Instructor consent is required when registering for the first time.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 175 Violin Private Lessons

Faculty: Ewer, Cole.

Content: Private lessons in violin. Fee. May be repeated for credit. First-time violin students should contact the string area coordinator prior to course registration to be matched with a specific teacher.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 176 Viola Private Lessons

Faculty: Ward.

Content: Private lessons in viola. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 177 Cello Private Lessons

Faculty: de León.

Content: Private lessons in cello. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 178 Bass Private Lessons

Faculty: Captein, Schooler.

Content: Private lessons in bass. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 179 Harp Private Lessons

Faculty: Craig.

Content: Private lessons in harp. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 181 Flute Private Lessons

Faculty: Teskey.

Content: Private lessons in flute. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 182 Oboe Private Lessons

Faculty: Iimori.

Content: Private lessons in oboe. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 183 Clarinet Private Lessons

Faculty: Jennings.

Content: Private lessons in clarinet. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 184 Saxophone Private Lessons

Faculty: Evans.

Content: Private lessons in saxophone. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 185 Bassoon Private Lessons

Faculty: Eubanks.

Content: Private lessons in bassoon. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 186 Trumpet Private Lessons

Faculty: O'Banion.

Content: Private lessons in trumpet. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 187 Horn Private Lessons

Faculty: Stalnaker.

Content: Private lessons in horn. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 188 Trombone Private Lessons

Faculty: Music Faculty.

Content: Private lessons in trombone. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 189 Baritone Private Lessons

Faculty: Clark.

Content: Private lessons in baritone. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 190 Tuba Private Lessons

Faculty: Clark.

Content: Private lessons in tuba. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 191 Percussion Private Lessons

Faculty: Paschal.

Content: Private lessons in percussion. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 192 Recorder Private Lessons

Faculty: Music Faculty.

Content: Private lessons in recorder. Fee. May be repeated for credit.

Prerequisites: None.

Restrictions: Audition/Consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 195 Mandolin Private Lessons

Faculty: Connell, Dwyer.

Content: Private lessons in mandolin. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 197 Ghanaian Percussion Private Lessons

Faculty: Addy.

Content: Private lessons in Ghanaian drums. Fee. May be repeated for credit.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 214 Guitar Ensemble

Faculty: Mery.

Content: Coached music ensemble for classical guitarists. Repertory includes works drawn from a wide variety of music eras and genres. Focus on the development of music-reading skills on the guitar and the development of musicianship through rehearsal and performance. Audition or permission of instructor required. Fee. May be repeated for credit.

Prerequisites: MUP 134 or MUP 165.

Restrictions: Audition. Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 215 Chamber Music Ensembles

Faculty: de León, Music Faculty.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 234 Intermediate Guitar Class

Faculty: Mery.

Content: Continued study of musicianship and skills taught in MUP 134. Musical notation and technical skills, developed through folk music. Basic folk guitar techniques learned through musical notation, tablature, visual demonstration. Fee. May be repeated for credit.

Prerequisites: MUP 134.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 238 Intermediate African Marimba Ensemble

Faculty: Beck.

Content: Continued study of musicianship and skills taught in MUP 138. Playing techniques of African marimba. Fee. May be repeated for credit.

Prerequisites: MUP 138.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 240 Intermediate Piano Class

Faculty: Biel.

Content: Continued study of musicianship and keyboard skills taught in MUP 132. A higher level of technical facility introduced via exercises/studies, in addition to an increased quantity of more intricate repertoire. Fee. May be repeated for credit.

Prerequisites: MUP 132.

Restrictions: Audition or placement exam. Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 250 Intermediate Ghanaian Music and Dance Ensemble

Faculty: Addy.

Content: Continued study of musicianship and skills taught in MUP 150. Hand drumming and dance of Ghana, West Africa. Fee. May be repeated for credit.

Prerequisites: MUP 150.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 293 Accompanying Class

Faculty: 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. May be repeated for credit.

Prerequisites: None.

Restrictions: Consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 299 Independent Study

Faculty: Music faculty.

Content: Opportunities for students to design and pursue a course of independent learning in music performance. Details determined by the student and supervising instructor.

Prerequisites: None.

Restrictions: Consent and sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

MUP 364 Advanced Electronic Music Private Lessons

Faculty: Leonard.

Content: Private lessons in electronic music. Fee. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 365 Advanced Classical Guitar Private Lessons

Faculty: Mery.

Content: Private lessons in classical guitar. Fee. May be repeated for credit.

Prerequisites: MUP 165.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 366 Advanced Folk Guitar Private Lessons

Faculty: Banzi.

Content: Private lessons in folk guitar. Fee. May be repeated for credit.

Prerequisites: MUP 166.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 370 Advanced Jazz Piano Private Lessons

Faculty: Porter.

Content: Private lessons in jazz piano. Fee. May be repeated for credit.

Prerequisites: MUP 170.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 371 Advanced Piano Private Lessons

Faculty: Biel, Cleaver, Smith, Thompson.

Content: Private lessons in piano. Fee. May be repeated for credit.

Prerequisites: MUP 171.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 373 Advanced Organ Private Lessons

Faculty: Garrett.

Content: Private lessons in organ. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 173.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 374 Advanced Voice Private Lessons

Faculty: Haagenson, Halvorsen, McBerry.

Content: Individual private lessons for advanced vocal students. Emphasis on healthy vocal technique, selection of appropriate repertoire, methods of learning vocal music, and performance with excellent style, diction, and expression. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 174 and instructor consent are required when registering for the first time.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 375 Advanced Violin Private Lessons

Faculty: Ewer, Cole.

Content: Private lessons in violin. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 175.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 376 Advanced Viola Private Lessons

Faculty: Ward.

Content: Private lessons in viola. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 176.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 377 Advanced Cello Private Lessons

Faculty: de León.

Content: Private lessons in cello. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 177.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 378 Advanced Bass Private Lessons

Faculty: Captein, Schooler.

Content: Private lessons in bass. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 178.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 379 Advanced Harp Private Lessons

Faculty: Craig.

Content: Private lessons in harp. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 179.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 381 Advanced Flute Private Lessons

Faculty: Teskey.

Content: Private lessons in flute. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 181.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 382 Advanced Oboe Private Lessons

Faculty: Iimori.

Content: Private lessons in oboe. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 182.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 383 Advanced Clarinet Private Lessons

Faculty: Jennings.

Content: Private lessons in clarinet. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 183.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 384 Advanced Saxophone Private Lessons

Faculty: Evans.

Content: Private lessons in saxophone. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 184.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 385 Advanced Bassoon Private Lessons

Faculty: Eubanks.

Content: Private lessons in bassoon. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 185.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 386 Advanced Trumpet Private Lessons

Faculty: O'Banion.

Content: Private lessons in trumpet. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 186.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 387 Advanced Horn Private Lessons

Faculty: Stalnaker.

Content: Private lessons in horn. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 187.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 388 Advanced Trombone Private Lessons

Faculty: Music Faculty.

Content: Private lessons in trombone. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 188.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 389 Advanced Baritone Private Lessons

Faculty: Clark.

Content: Private lessons in baritone. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 189.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 390 Advanced Tuba Private Lessons

Faculty: Clark.

Content: Private lessons in tuba. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 190.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 391 Advanced Percussion Private Lessons

Faculty: Paschal.

Content: Private lessons in percussion. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.

Prerequisites: MUP 191.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 392 Composition Private Lessons

Faculty: Johanson.

Content: Weekly lessons in composition. Fee. May be repeated for credit.

Prerequisites: MUS 224.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 394 Jazz Drumset Private Lessons

Faculty: Music Faculty.

Content: Private lessons in jazz drumset. Fee. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and audition/consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

MUP 499 Independent Study

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 1-5.

Neuroscience

Codirectors: Tamily Weissman-Unni and Yueping Zhang

The interdisciplinary neuroscience minor is designed to allow students an opportunity to explore the fast-growing field of neuroscience from multiple perspectives. Students develop an in-depth understanding of nervous-system function in a structured and rigorous way while pursuing a major in another discipline. The minor draws from multiple departments and programs, including Biochemistry and Molecular Biology, Biology, Chemistry, Foreign Languages and Literatures, Mathematical Sciences, Philosophy, Physics, and Psychology.

Minor Requirements

A minimum of 22 semester credits (six courses), distributed as follows:

- BIO 252 Introduction to Neuroscience or PSY 252 Introduction to Neuroscience
- One 300- or 400-level neuroscience course with laboratory, chosen from the following:

BIO 380	Behavioral Genetics
BIO 422	Neurobiology
PSY 350	Behavioral Neuroscience
PSY 355	Cognitive Neuroscience

- One 300- or 400-level neuroscience course chosen from the following:
 - BIO 380 Behavioral Genetics
 - BIO 422 Neurobiology
 - BIO 490 Special Topics in Biology (when the focus is neuroscience)
 - CHEM 421 Neurochemistry
 - PSY 350 Behavioral Neuroscience
 - PSY 355 Cognitive Neuroscience
 - PSY 380 Drugs and Behavior
 - PSY 410 Advanced Topics in Neuroscience
- Three elective courses chosen from the following list. At least one of the courses must be from biology or chemistry. Students majoring in biology, chemistry, or biochemistry and molecular biology must take at least one class outside of the biology and chemistry departments.
 - BCMB 496 Biochemistry/Molecular Biology Senior Research (when topic has been approved by Neuroscience Program Committee)
 - BIO 200 Investigations in Cell and Molecular Biology (Cannot apply if major is Biology)
 - BIO 320 Human Genes and Disease
 - BIO 352 Animal Behavior
 - BIO 369 Developmental Biology
 - BIO 380 Behavioral Genetics
 - BIO 422 Neurobiology
 - BIO 490 Special Topics in Biology (when the focus is neuroscience)
 - BIO 495 Biology Senior Thesis (when topic has been approved by Neuroscience Program Committee)
 - CHEM 330 Structural Biochemistry
 - CHEM 421 Neurochemistry
 - CHEM 480 Senior Research (when topic has been approved by Neuroscience Program Committee)
 - CS 369 Artificial Intelligence
 - FL 240 Introduction to Linguistics
 - PHIL 312 Philosophy of Language
 - PHIL 313 Philosophy of Mind
 - PHYS 380 Topics in Physics (when the focus is biomedical imaging)
 - PSY 220 Thinking, Memory, and Problem Solving
 - PSY 310 Cognition
 - PSY 350 Behavioral Neuroscience
 - PSY 355 Cognitive Neuroscience
 - PSY 375 Health Psychology
 - PSY 380 Drugs and Behavior
 - PSY 400 Advanced Topics in Psychology (when topic has been approved by Neuroscience Program Committee)

PSY 410	Advanced Topics in Neuroscience
PSY 490	Senior Thesis (when topic has been approved by Neuroscience Program Committee)

At least 12 semester credits must be specific to the minor and may not be used in any other set of major/minor requirements.

Faculty

Cliff T. Bekar. Associate professor of economics. Economic history, industrial organization, game theory. Ph.D. 2000, M.A. 1992, B.A. 1990 Simon Fraser University.

Kenneth E. Clifton. Professor of biology, chair of the Department of Biology. Animal behavior, marine biology, ecology of coral reefs. Ph.D. 1988 University of California at Santa Barbara. B.A. 1981 University of California at San Diego.

Rebecca Copenhaver. Professor of philosophy. Early modern philosophy, philosophy of mind, ethics. Ph.D. 2001, M.A. 1998 Cornell University. B.A. 1993 University of California at Santa Cruz.

Janet E. Davidson. Associate professor of psychology, director of academic advising. Infant and child development, developmental psychopathology, internships. Ph.D. 1989, M.Phil. 1987, M.S. 1985 Yale University. B.S. 1975 University of Washington.

Keith Dede. Associate professor of Chinese. Chinese language and linguistics. Ph.D. 1999, M.A. 1993, B.A. 1988 University of Washington.

Peter Drake. Associate professor of computer science. Artificial intelligence/cognitive science. Programming languages. Ph.D. 2002 Indiana University. M.S. 1995 Oregon State University. B.A. 1993 Willamette University.

Greg J. Hermann. Professor of biology. Developmental genetics and cell biology. Ph.D. 1998 University of Utah. B.S. 1992 Gonzaga University.

Janis E. Lochner. Dr. Robert B. Pamplin Jr. Professor of Science. Biochemistry. Ph.D. 1981 Oregon Health Sciences University. B.S. 1976 Allegheny College.

Deborah E. Lycan. Professor of biology. Molecular biology, cell biology, ribosome biogenesis in eukaryotic cells, yeast genetics. Ph.D. 1983 University of Colorado. B.A. 1975 University of California at San Diego.

Erik L. Nilsen. Associate professor of psychology. Cognition, methodology, human-computer interaction. Ph.D. 1991, M.A. 1986 University of Michigan. B.A. 1984 Graceland College.

Arthur O'Sullivan. Dr. Robert B. Pamplin Jr. Professor of Economics. Urban economics, regional economics, microeconomic theory. Ph.D. 1981 Princeton University. B.S. 1975 University of Oregon.

Todd Watson. Associate professor of psychology, chair of the Department of Psychology. Cognitive neuroscience, brain and behavior, statistics. Ph.D. 2005 State University

of New York at Stony Brook. M.A. 2000 Radford University. B.S. 1997 Pennsylvania State University.

Family Weissman-Unni. Assistant professor of biology. Neurobiology. Ph.D. 2004 Columbia University. B.A. 1992 Pomona College.

Yueping Zhang. Associate professor of psychology. Behavioral neuroscience, brain and behavior, drugs and behavior, cross-cultural psychology. Ph.D. 1996, M.A. 1992 University of New Hampshire. M.D. 1985 Shandong Medical University.

Overseas and Off-Campus Programs

Director: Larry A. Meyers **Associate Director:** Blythe Knott

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 300 students participate in more than 30 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 (p. 17) for graduation. Most overseas programs offer courses that fulfill that requirement.

Faculty 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 (p. 16). Program information and applications are available on the Overseas and Off-Campus Programs website (<http://go.lclark.edu/overseas>).

Please note: 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.

Eligibility

All students in good academic standing (p. 25) and without pending disciplinary sanctions are eligible to apply for an overseas or off-campus program. Enrollment in an overseas or off-campus program is by selective

admission. Acceptance into the program is determined by examination of academic preparation and by personal interview. In order to participate in the program, a student must remain in good academic standing during the period between acceptance and program departure. Students on academic probation or on disciplinary warning or probation may apply for participation but must be in good academic standing and off disciplinary 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. Students are not allowed to participate in an overseas or off-campus program until they have completed the core requirement: Exploration and Discovery (p. 16).

Credit

Students in all programs will earn credit based on Lewis & Clark Curriculum Committee program approval. Awarded credit may vary based on courses taken. Students are not allowed to exceed a normal course load of 19 credits, and partial course credit will not transfer. In some cultural programs, credit awarded is limited to the pre-approved courses. Since curricular offerings vary with the program location and academic focus, students should consider their need to fulfill major or General Education requirements (p. 16) in close consultation with their academic/major advisor before applying to an off-campus program. An internship or independent study is available in the same semester as an overseas or off-campus program only when the internship or independent study is part of the program curriculum approved in advance by the curriculum committee.

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, supplemental health insurance, and tuition and instruction. Not included are books, inoculations, passports, visas, and incidental expenses. Round-trip travel is not included for domestic off-campus programs or the Munich, Germany, program. Financial aid and Federal Direct Loans may be applied to the comprehensive fee. Please refer to Overseas and Off-Campus Program Fee (p. 231) in Costs (p. 230) for the current comprehensive fee.

Application and Selection

Students apply to 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 advisor. Final decisions regarding selection are made by the Office of Overseas and Off-Campus Programs.

Normally students apply one year in advance. A maximum of 24 students are usually 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 and summer

programs is in early February of the academic year preceding the program.

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.

Withdrawal of Participant

Students who withdraw from an overseas or off-campus program three months or more before group departure forfeit the nonrefundable program deposit of \$300, plus airfare if a nonrefundable ticket has been purchased in the student's name. Students who withdraw less than three months before departure are charged a \$3,000 fee, plus airfare if a nonrefundable ticket has been purchased in the student's name. (In such a situation, the ticket is turned over to the student.) In the event a student voluntarily withdraws from an overseas or off-campus program after departure for the program site, the following fees and charges will apply:

- If the withdrawal takes place within the first month of the program, the participant will be responsible for 50 percent of the comprehensive fee.
- If the withdrawal takes place after the first month of the program, the participant will be responsible for 100 percent of the comprehensive fee.

Lewis & Clark reserves the right to add any fees incurred by the participant to the participant's account, and to refuse registration, provision of transcripts, and issuance of degrees until all fees are paid in full. Please refer to the Overseas and Off-Campus Programs (<http://go.lclark.edu/overseas>) Release and Agreement for complete details of the policies in force once a student has been accepted to an overseas or off-campus program.

Types of Programs

Overseas and off-campus programs vary considerably in form and content. However, the majority involve language study, academic coursework, field projects, excursions, and a period of residence with host-country families. Most programs include an intensive orientation prior to departure, and in all cases returning students are expected to share their experiences with Lewis & Clark and the Portland community.

All Lewis & Clark overseas and off-campus programs belong to one of these three categories:

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. Please note that although the primary focus is on the host culture, some programs also have a significant language component. Please visit Overseas and Off-Campus Programs (<http://go.lclark.edu/overseas>) for details.

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, the Dominican Republic, East Africa (Kenya and Tanzania), Ecuador, England, France, Greece, India, Ireland, Italy, Japan, Morocco, New Zealand, Russia, Scotland, South Korea, Spain, and Vietnam.

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, the Dominican Republic, and Spain (Spanish); France and Senegal (French); Germany (German); London (fine arts/social sciences/psychology); Japan (Japanese); Russia (Russian); and China (Chinese). Additional programs are offered on request by academic departments.

Off-Campus Domestic Programs

Off-campus programs are offered in the Arizona borderlands, to study immigration issues and policy; in New York City, to study fine arts and theater; and in Washington, D.C., to study the U.S. government and economy.

Scheduled Programs

As of publication time for this catalog, the following overseas and off-campus study programs are planned.

2015-16

Language-Intensive Programs

Chile: Santiago
 Chile: Valparaíso
 China: Beijing
 Dominican Republic: Santo Domingo
 France: Strasbourg
 Germany: Munich
 Japan: Osaka at Kansai Gaidai University
 Japan: Osaka at Osaka Gakuin University
 Russia: St. Petersburg
 Russia: Vladivostok
 Senegal: Dakar
 Spain: Alicante

General Culture Programs, Fall Semester

China: Beijing
 China: Jinan
 Dominican Republic: Santiago
 East Africa: Kenya and Tanzania
 Germany: Berlin
 Greece: Regional Area Study
 India: Regional Area Study
 Japan: Sapporo
 Russia: St. Petersburg

General Culture Programs, Spring Semester

Australia: Regional Area Study
 Dominican Republic: Santiago
 Ecuador: Cuenca
 England: London
 Russia: St. Petersburg

Domestic Program, Fall Semester

New York City: Art and Theater

Domestic Program, Spring Semester

Arizona: Border Studies

General Culture Programs, Summer

Australia

Ecuador

Ghana

2016-17**Language-Intensive Programs**

Chile: Santiago

Chile: Valparaiso

China: Beijing

Dominican Republic: Santo Domingo

France: Strasbourg

Germany: Munich

Japan: Osaka at Kansai Gaidai University

Japan: Osaka at Osaka Gakuin University

Russia: St. Petersburg

Russia: Vladivostok

Senegal: Dakar

Spain: Alicante

General Culture Programs, Fall Semester

China: Beijing

Dominican Republic: Santiago

East Africa: Kenya and Tanzania

Japan: Sapporo

Russia: St. Petersburg

Scotland: Glasgow

South Korea: Seoul

Vietnam: Regional Area Study

General Culture Programs, Spring Semester

Australia: Regional Area Study

Cuba: Havana

Dominican Republic: Santiago

Ecuador: Cuenca

Ireland: Dublin

Italy: Siena

Morocco: Regional Area Study

Russia: St. Petersburg

South Korea: Seoul

Domestic Program, Fall Semester

Washington, D.C.: Political Science

Domestic Program: Spring Semester

Arizona: Border Studies

General Culture Programs: Summer

Ecuador

2017-18**Language-Intensive Programs**

Chile: Santiago

Chile: Valparaiso

China: Beijing

Dominican Republic: Santo Domingo

France: Strasbourg

Germany: Munich

Japan: Osaka at Kansai Gaidai University

Japan: Osaka at Osaka Gakuin University

Russia: St. Petersburg

Russia: Vladivostok

Senegal: Dakar

Spain: Alicante

General Culture Programs, Fall Semester

China: Beijing

China: Jinan

Dominican Republic: Santiago

East Africa: Kenya and Tanzania

Greece: Regional Area Study

India: Regional Area Study

Japan: Sapporo

Russia: St. Petersburg

South Korea: Seoul

General Culture Programs, Spring Semester

Australia: Regional Area Study

Dominican Republic: Santiago

Ecuador: Cuenca

England: London

Russia: St. Petersburg

South Korea: Seoul

Domestic Program, Fall Semester

New York City: Art and Theater

Domestic Program, Spring Semester

Arizona: Border Studies

General Culture Programs, Summer

Australia

Ecuador

Philosophy

Chair: Nicholas Smith**Administrative Coordinator: Claire Kodachi**

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. These beliefs 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.

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: 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.

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 listings for current offerings.

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:

- PHIL 101 Logic
- PHIL 102 Introduction to Philosophy or PHIL 103 Ethics
- Any 200-level philosophy course except PHIL 250 Philosophical Methods
- PHIL 250 Philosophical Methods
- Two courses from the history of philosophy sequence:
 - PHIL 301 Ancient Western Philosophy
 - PHIL 302 Early Modern Philosophy
 - PHIL 303 19th-Century Philosophy
 - PHIL 307 Recent Continental Philosophy
- Two courses from the themes in philosophy sequence:
 - PHIL 310 Metaphysics
 - PHIL 311 Epistemology
 - PHIL 312 Philosophy of Language
 - PHIL 313 Philosophy of Mind
 - PHIL 314 Ethical Theory
 - PHIL 315 Philosophy of Science
- Two philosophical studies courses:
 - PHIL 451 Philosophical Studies: History of Philosophy
 - PHIL 452 Philosophical Studies: Topics in Value Theory
 - PHIL 453 Philosophical Studies: Advanced Themes in Philosophy

Minor Requirements

A minimum of 28 semester credits (seven courses), distributed as follows:

- PHIL 101 Logic
- Any 100-level or 200-level philosophy course except PHIL 101 Logic and PHIL 250 Philosophical Methods
- PHIL 250 Philosophical Methods
- Two courses from the history of philosophy sequence:
 - PHIL 301 Ancient Western Philosophy

- PHIL 302 Early Modern Philosophy
 PHIL 303 19th-Century Philosophy
 PHIL 307 Recent Continental Philosophy

- One course from the themes in philosophy sequence:

- PHIL 310 Metaphysics
 PHIL 311 Epistemology
 PHIL 312 Philosophy of Language
 PHIL 313 Philosophy of Mind
 PHIL 314 Ethical Theory
 PHIL 315 Philosophy of Science

- One philosophical studies course:

- PHIL 451 Philosophical Studies: History of Philosophy
 PHIL 452 Philosophical Studies: Topics in Value Theory
 PHIL 453 Philosophical Studies: Advanced Themes in Philosophy

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.

Faculty

Rebecca Copenhaver. Professor of philosophy. Early modern philosophy, philosophy of mind, ethics. Ph.D. 2001, M.A. 1998 Cornell University. B.A. 1993 University of California at Santa Cruz.

John M. Fritzman. Associate professor of philosophy. 19th- and 20th-century continental philosophy, ethics, feminist theory, social and political philosophy. Ph.D. 1991 Purdue University. B.A. 1977 Eastern Mennonite University.

Joel A. Martinez. Associate professor of philosophy. Ethical theory, normative ethics, ancient philosophy, logic. Ph.D. 2006 University of Arizona. B.A. 1997 New Mexico State University.

Jay Odenbaugh. Associate professor of philosophy. Ethics, philosophy and the environment, philosophy of science, metaphysics, logic. Ph.D. 2001 University of Calgary. M.A. 1996 Southern Illinois University at Carbondale. B.A. 1994 Belmont University.

Nicholas D. Smith. James F. Miller Professor of Humanities, chair of the Department of Philosophy. Ancient Greek philosophy and literature, epistemology, philosophy of religion, ethics. Ph.D. 1975 Stanford University. B.A. 1971 University of Rochester.

PHIL 101 Logic

Faculty: Martinez, Odenbaugh.

Content: Analyses of arguments with an emphasis on formal analysis. Propositional and predicate calculus, deductive techniques, and translation into symbolic notation.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PHIL 102 Introduction to Philosophy

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PHIL 103 Ethics

Faculty: Copenhaver, Fritzman, Martinez, Odenbaugh.

Content: Fundamental issues in moral philosophy and their application to contemporary life.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PHIL 201 Philosophy of Religion

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PHIL 203 Philosophy of Art and Beauty

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PHIL 207 Indian Philosophy

Faculty: Fritzman.

Content: Survey of India's classical philosophies as well as introductions to the Vedas, the Upanishads, Carvaka, Jainism, Buddhism, and recent Indian philosophers.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

PHIL 214 Philosophy of Law

Faculty: Fritzman.

Content: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

PHIL 215 Philosophy and the Environment

Faculty: 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; aesthetics of natural environments; and the relationship between ecological science and environmental policy.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PHIL 250 Philosophical Methods

Faculty: Philosophy Faculty.

Content: 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.

Prerequisites: PHIL 101.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

PHIL 301 Ancient Western Philosophy

Faculty: Philosophy Faculty.

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.

Prerequisites: Any 100- or 200-level philosophy course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

PHIL 302 Early Modern Philosophy

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.

Prerequisites: Any 100- or 200-level philosophy course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHIL 303 19th-Century Philosophy

Content: German Idealism: Kant, Fichte, Schelling, Hegel, as well as the reactions of philosophers such as Kierkegaard, Schopenhauer, Marx, Nietzsche.

Prerequisites: Any 100- or 200-level philosophy course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHIL 307 Recent Continental Philosophy

Content: Key movements such as psychoanalysis, phenomenology, hermeneutics and existentialism, structuralism, Marxism, poststructuralism and deconstruction, critical theory.

Prerequisites: Any 100- or 200-level philosophy course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHIL 310 Metaphysics

Faculty: Copenhaver, Odenbaugh.

Content: Personal identity, time, free will, composition, persistence, universals, particulars, possibility, necessity, realism, antirealism.

Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHIL 311 Epistemology

Faculty: Smith.

Content: Naturalistic, evolutionary, and social epistemology; moral epistemology; religious epistemology; theories of truth, of explanation, of experience and perception; relationships between theory and observation.

Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHIL 312 Philosophy of Language

Faculty: Copenhaver.

Content: Philosophical issues concerning truth, meaning, and language in the writings of 20th century thinkers such as Frege, Russell, Grice, Putnam, Quine, Searle, Kripke.

Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHIL 313 Philosophy of Mind

Faculty: Copenhaver.

Content: The mind-body problem, mental causation, consciousness, intentionality, the content of experience, internalism and externalism about content, perception.

Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHIL 314 Ethical Theory

Faculty: Martinez.

Content: 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.

Prerequisites: PHIL 102 or PHIL 103. PHIL 250 or consent of the instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PHIL 315 Philosophy of Science

Faculty: 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: PHIL 101 and PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

Philosophical Studies**PHIL 451 Philosophical Studies: History of Philosophy**

Faculty: Copenhaver, Fritzman, Martinez, Smith.

Content: Advanced study of movements and philosophers discussed in 300-level history of philosophy courses. May be repeated with change of topic.

Prerequisites: PHIL 101. PHIL 250. One 300-level philosophy course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PHIL 452 Philosophical Studies: Topics in Value Theory

Faculty: 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. May be repeated with change of topic.

Prerequisites: PHIL 101. PHIL 250. One 300-level philosophy course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PHIL 453 Philosophical Studies: Advanced Themes in Philosophy

Faculty: Copenhaver, Fritzman, Martinez, Odenbaugh, Smith.

Content: Advanced study of topics covered in 300-level themes in philosophy courses, in areas other than value theory. May be repeated with change of topic.

Prerequisites: PHIL 101. PHIL 250. One 300-level philosophy course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

Physical Education and Athletics

Director: Shana Levine**Associate Director:** Sharon Sexton**Administrative Specialist:** Meg Coryell

Physical education and physical fitness are important aspects of a curriculum that stresses the interrelationship between the physical, mental, and social dimensions of the human experience. Integral to a liberal arts education is recognition and application 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 in the areas of fitness, recreational activities, sports skills, and dance.

For students interested in practical applications and theory-based learning, the Department of Physical Education & Athletics offers opportunities to collaborate with experienced professionals via independent study or internships to pursue the supervised study of topics not offered in the regular curriculum.

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, four of which are covered, that were recently resurfaced. Other facilities include the Huston softball-baseball complex and an outdoor pool, which is open during the summer.

Lewis & Clark also has waterfront docks and storage for sailing and rowing on the Willamette River.

Course Subjects

Specific offerings may include the following:

aerobics
 badminton
 ballroom dancing
 baseball
 basketball
 bowling
 cardio strength circuit
 cross training & core conditioning
 cycling indoor/outdoor
 golf
 group fitness
 gym class heroes
 lifeguard training
 martial arts
 mountain biking
 personal fitness
 qi gong (chi kung)/meditation
 rock climbing/bouldering
 rowing
 sailing
 SCUBA diving
 skiing/snowboarding
 soccer
 softball
 step aerobics
 swim fitness
 swimming
 tennis
 volleyball
 weight training
 women's self-defense
 yoga

Graduation Requirement

Students are required to take two physical education/activity courses as part of Lewis & Clark's General Education requirements. (p. 22) The following physical education and athletics courses meet this requirement:

PE/A 101 Activities

PE/A 102 Varsity Athletics
 PE/A 141 Wilderness First Responder
 PE/A 142 Wilderness Leadership

Students may register for only one PE/A 101 Activities course per semester, except in the summer semester, when one course may be taken each session. Up to 4 semester credits earned for the courses listed above may be applied toward total credits required for graduation.

Faculty

David Andrews. Instructor in physical education and athletics, head golf coach. B.S. 1973 University of Wisconsin-Oshkosh.

Monica Baker. Associate director of athletic development. B.A. 2000 Washington State University.

Tara Boatman. Assistant athletic trainer. B.A. 2003 Concordia University.

Shawna Cyrus. Instructor in physical education and athletics, head softball coach. B.A. 2002 Oregon State University.

Angela Dendas. Head strength and conditioning coach. M.S. 2010, B.S. 2007 Humboldt State University.

Patrick Dreves. Instructor in physical education and athletics, head tennis coach. B.A. 1995 Whitworth University.

Chris Fantz. Instructor in physical education and athletics, aquatics director, head swimming coach. M.A. 2012 Lewis & Clark College. B.A. 1999 University of Puget Sound.

Tom Flynn. Instructor in physical education and athletics, head baseball coach. M.A. 1996 Furman University. B.A. 1991 The College of Wooster.

Dinari Foreman. Instructor in physical education and athletics, head men's basketball coach. B.A. 1995 Lewis & Clark College.

Jacob Hales. Instructor in physical education and athletics, assistant football coach. B.S. 2008 University of Nevada, Las Vegas.

Eric Jackson. Instructor in physical education and athletics, assistant football coach. B.S. 1987 Eastern Michigan University.

Asha Jordan. Instructor in physical education and athletics, head women's basketball coach. M.S. 2011 Clemson University. B.A. 2009 Occidental College.

Shana Levine. Director of physical education and athletics. J.D. 2004 University of Pittsburgh. B.A. 2001 Washington and Lee University.

Jay Locey. Instructor in physical education and athletics, head football coach. M.S. 1983 University of Oregon. B.S. 1978 Oregon State University.

Jeremy Loew. Assistant athletic trainer. B.A. 1995 Lewis & Clark College.

Kristian Martin. Sports information director. B.A. 2007 University of North Florida.

Stacie Matz. Instructor in physical education and athletics, head volleyball coach. B.A. 2008 Pacific Lutheran University.

Kayleigh McCauley. Coordinator of student-athlete academic support. Ed.D. 2014 Texas A&M University, Corpus Christi. M.S. 2009 East Stroudsburg University. B.S. 2007 University of New England.

Carla McHattue. Instructor in physical education and athletics, assistant track and field coach. B.A. 2006 Lewis & Clark College.

Isaac Parker. Instructor in physical education and athletics, assistant football coach. M.A.T. 2005, B.A. 2002 Willamette University.

Mark Pietrok. Senior associate director of physical education and athletics, sports medicine. M.Ed. 1987, B.A. 1985 University of Portland.

Sharon Sexton. Associate director of physical education and athletics, senior woman administrator. M.Ed. 1999 Ashland University. B.A. 1996 St. Bonaventure University.

Sam Taylor. Instructor in physical education and athletics, head rowing coach. B.A. 2001 University of Puget Sound.

Jim Tursi. Instructor in physical education and athletics, head women's soccer coach. B.A. 1981 University of Portland.

Keith Woodard. Instructor in physical education and athletics, director of cross country and track and field. B.S. 1989 Lewis & Clark College.

PE/A 101 Activities

Faculty: Physical Education and Athletics Faculty.
Content: Visit go.lclark.edu/physical_education_courses for current course descriptions (including prerequisites and fees for specific offerings). Focus on principles of physical fitness such as safe techniques, conditioning activities, principles of movement, importance of lifetime fitness. Student participation and attendance emphasized. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1.

PE/A 102 Varsity Athletics

Faculty: Physical Education and Athletics Faculty.
Content: Fall varsity sports: volleyball (W), football (M), cross country (M&W), soccer (W). Spring varsity sports: swimming (M&W), basketball (M&W), tennis (M&W), track and field (M&W), softball (W), baseball (M), golf (M&W), crew (M&W). Credit-no credit. May be repeated for credit. Registration is subject to coaching-staff approval during the add/drop period.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

PE/A 141 Wilderness First Responder

Faculty: 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. Taught during semester break in January. Credit-no credit. Fee.
Prerequisites: None.
Restrictions: Consent of College Outdoors required.
Usually offered: Annually, spring semester.
Semester credits: 1.

PE/A 142 Wilderness Leadership

Faculty: 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. Credit-no credit. Fee.
Prerequisites: None.
Restrictions: Consent of College Outdoors required.
Usually offered: Annually, spring semester.
Semester credits: 1.

PE/A 340 Prevention and Care of Injuries

Faculty: 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.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually.
Semester credits: 4.

PE/A 405 Advanced Athletic Training

Faculty: Pietrok.
Content: Application of scientific foundations, use of therapeutic modalities, evaluative techniques, manufacturing of protective equipment and strapping, clinical experience.
Prerequisites: None.
Restrictions: Sophomore standing and consent of instructor required.
Usually offered: Every third year.
Semester credits: 4.

PE/A 444 Practicum

Faculty: Physical Education and Athletics Faculty.
Content: Independent project developed under the direction of a faculty member. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 1-4.

PE/A 499 Independent Study

Faculty: Physical Education and Athletics Faculty.

Content: Independent topic developed and researched under the direction of a faculty member. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually.

Semester credits: 1-4.

Physics

Chair: Michael Broide

Administrative Coordinator: Amy Timmins

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 Engineering (p. 77).) 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 is 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 sponsor campus events through the Physics Club.

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 PHYS 105 Astronomy, PHYS 106 The Physics of Music and PHYS 110 Great Ideas in Physics, all of which fulfill General Education requirements in scientific and quantitative reasoning (p. 19) (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 (PHYS 141) and Introductory General Physics II (PHYS 142) cover classical and modern physics in one year, and utilize elementary calculus. Physics I: Motion (PHYS 151), Physics II: Waves and Matter (PHYS 152), Physics III: Electromagnetism (PHYS 251), and Physics IV: Thermodynamics and Statistical Mechanics (PHYS 252) 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.

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
- Lecture-demonstration theatre
- Extensive faculty research space
- Professionally staffed electronic and machine shops
- Special laboratories for acoustics, quantum optics, modern physics, phase transition studies in liquids, and biophysics using state-of-the-art optical microscopy
- Advanced physics laboratory for ongoing student projects
- Student-faculty research laboratories and conference room

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:

- PHYS 151 Physics I: Motion (or, with the consent of the department, PHYS 141 Introductory General Physics I)
- PHYS 152 Physics II: Waves and Matter
- PHYS 251 Physics III: Electromagnetism
- PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics

- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 233 Calculus III
- MATH 235 Differential Equations
- MATH 305 Calculus IV With Applications to the Physical Sciences (For some students, including those in a 3-2 engineering program, it may be preferable to take MATH 225 Linear Algebra instead. Consult your advisor.)
- PHYS 201 Experimental Methods in the Physical Sciences
- PHYS 300 Advanced Lab and Colloquium
- PHYS 321 Quantum Physics I
- PHYS 331 Advanced Electricity and Magnetism I
- PHYS 451 Theoretical Dynamics I
- One course (2 semester credits) chosen from the following:
 - PHYS 400 Advanced Lab and Colloquium
 - PHYS 490 Undergraduate Research and Colloquium
 - PHYS 491 Honors Research

All majors beyond the first year are expected to attend the physics colloquium. CS 171 Computer Science I, MATH 225 Linear Algebra, and two semesters of biology and/or chemistry are recommended for all majors. Majors planning to do graduate work should also take PHYS 380 Topics in Physics as well as MATH 345 Numerical Analysis and MATH 365 Complex Variables.

Minor Requirements

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

- PHYS 151 Physics I: Motion (or, with the consent of the department, PHYS 141 Introductory General Physics I)
- PHYS 152 Physics II: Waves and Matter
- PHYS 201 Experimental Methods in the Physical Sciences
- PHYS 251 Physics III: Electromagnetism
- PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics
- One course chosen from the following:
 - PHYS 321 Quantum Physics I
 - PHYS 331 Advanced Electricity and Magnetism I
 - PHYS 451 Theoretical Dynamics I

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 PHYS 491

Honors Research for each of the two semesters required to carry out the research. Credit in PHYS 491 Honors Research 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.

Faculty

Michael L. Broide. Associate professor of physics, chair of the Department of Physics. Physics of colloids and macromolecules. Phase transitions, aggregation, pattern formation; light scattering and optical instrumentation; membrane biophysics. Ph.D. 1988 Massachusetts Institute of Technology. M.S. 1981, B.S. 1981 University of California at Los Angeles.

Shannon O'Leary. Assistant professor of physics. Electromagnetically induced transparency (EIT) in atomic rubidium vapor with a novel noise spectroscopy technique. Ph.D. 2008, M.A. 2004 University of Oregon. B.S. 1998 University of Puget Sound.

Bethe A. Scalettar. Professor of physics. Fluorescence microscopy, biophysics, optics, thermodynamics, quantum mechanics. Ph.D. 1987 University of California at Berkeley. B.S. 1981 University of California at Irvine.

Herschel B. Snodgrass. Professor of physics. Astrophysics, theoretical physics, physics of the sun. Ph.D. 1966 University of California at Berkeley. B.A. 1959 Reed College.

Stephen L. Tufte. Associate professor of physics, coordinator of the Engineering Program. Astrophysics, experimental physics, optics. Ph.D. 1997, M.S. 1989 University of Wisconsin at Madison. B.A. 1986 St. Olaf College.

PHYS 105 Astronomy

Faculty: Tufte, Physics Faculty.

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. Occasional evening observations at the Karle Observatory atop the Olin Center for Physics and Chemistry. Prerequisites: QR 101 or equivalent. Mathematics proficiency should be sufficient for entry into precalculus. Usually offered: Annually, spring semester.

Semester credits: 4.

PHYS 106 The Physics of Music

Faculty: Tufte.

Content: This course covers the physical principles underlying musical sound. Background in the physics of vibration and the interference of waves. Resonance and standing waves as key to understanding musical instruments and the overtone series. Frequency spectrum of sound, Fourier analysis and synthesis, and the connection to timbre. Scales and harmony. Physics and psychophysics of hearing. Acoustics of rooms. Music technology including recording and reproduction, digital music, compressed formats, digital effects.

Prerequisites: QR 101 or equivalent.

Usually offered: Annually, spring semester.

Semester credits: 4.

PHYS 110 Great Ideas in Physics

Faculty: 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.

Prerequisites: QR 101 or equivalent.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PHYS 114 The Origins of Life in the Universe

Faculty: Clifton, Loening, Safran, Tufte.

Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life-forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with BIO 114, CHEM 114, and GEOL 114. Not applicable toward any major.

Prerequisites: QR 101 or equivalent.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PHYS 141 Introductory General Physics I

Faculty: Physics Faculty.

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 PHYS 141 and PHYS 151. Lecture, Lab.

Prerequisites: MATH 131 (may be taken concurrently).

Usually offered: Annually, fall semester.

Semester credits: 5.

PHYS 142 Introductory General Physics II

Faculty: Physics Faculty.

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 PHYS 142 and PHYS 152. Lecture, lab.

Prerequisites: PHYS 141 or PHYS 151. MATH 131.

Usually offered: Annually, spring semester.

Semester credits: 5.

PHYS 151 Physics I: Motion

Faculty: 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 PHYS 141 and PHYS 151. Lecture, lab.

Prerequisites: MATH 131 (may be taken concurrently).

Usually offered: Annually, fall semester.

Semester credits: 5.

PHYS 152 Physics II: Waves and Matter

Faculty: 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 PHYS 142 and PHYS 152. Lecture, Lab.

Prerequisites: PHYS 141 or PHYS 151. MATH 132 (may be taken concurrently).

Usually offered: Annually, spring semester.

Semester credits: 5.

PHYS 201 Experimental Methods in the Physical Sciences

Faculty: Tufte.

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. Taught in conjunction with CHEM 355. Credit may not be earned for both CHEM 355 and PHYS 201.

Prerequisites: PHYS 141 or PHYS 151 or consent of instructor.

Corequisites: PHYS 142 or PHYS 152 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F".

Usually offered: Annually, spring semester.

Semester credits: 4.

PHYS 205 Deep Space Astronomy

Faculty: Physics Faculty.

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: PHYS 105, PHYS 110, PHYS 141 or PHYS 151, or consent of instructor. Prior introductory physics or astronomy. Comfort with mathematics at the level of elementary functions is requested.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

PHYS 251 Physics III: Electromagnetism

Faculty: Tufte.

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: PHYS 151. MATH 233 (may be taken concurrently).

Corequisites: MATH 233.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics

Faculty: Physics Faculty.

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: PHYS 152.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

PHYS 300 Advanced Lab and Colloquium

Faculty: 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.

Prerequisites: PHYS 201 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2.

PHYS 321 Quantum Physics I

Faculty: Snodgrass.

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: MATH 235. MATH 305. PHYS 152.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

PHYS 331 Advanced Electricity and Magnetism I

Faculty: Physics Faculty.

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: MATH 233. PHYS 251. MATH 235.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 4.

PHYS 332 Advanced Electricity and Magnetism II

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.

Prerequisites: PHYS 331.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHYS 380 Topics in Physics

Faculty: Physics Faculty.

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. May be repeated once with a change of topic.

Prerequisites: PHYS 252 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 2-4.

PHYS 400 Advanced Lab and Colloquium

Faculty: 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.

Prerequisites: PHYS 300.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2.

PHYS 421 Quantum Physics II

Faculty: Snodgrass.

Content: Continuation of PHYS 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.

Prerequisites: PHYS 321.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHYS 451 Theoretical Dynamics I

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: MATH 235. PHYS 151.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 4.

PHYS 452 Theoretical Dynamics II

Faculty: Physics Faculty.

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.

Prerequisites: PHYS 451.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

PHYS 490 Undergraduate Research and Colloquium

Faculty: Physics Faculty.

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: PHYS 201.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually.

Semester credits: 4.

PHYS 491 Honors Research

Faculty: Physics Faculty.

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. May be repeated once in the senior year.

Prerequisites: None.

Restrictions: By invitation only.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

Political Economy

Coordinator: Elizabeth Bennett

The political economy minor investigates the nature and consequences of the dynamic interaction between political and economic forces. These forces are shaped and driven by a complex array of social relationships and interests, and are expressed through a diverse range of processes that operate at the local, national, and global levels.

Courses in the minor explore the political-economic dynamic from multiple disciplinary perspectives and historical angles, using a variety of conceptual approaches.

To earn a minor in political economy, students must complete five courses: two required core courses and three electives. The core courses, located in the departments of Economics, International Affairs, and Sociology-Anthropology, introduce students to various theories of political economy and examine their application to significant national and international patterns and developments.

The elective courses are distributed into three concentrations. Students minoring in political economy must take one class from each. Courses in the first concentration, Global Dynamics, explore how living and working conditions throughout the world are shaped by the interrelationship between national and global political and economic processes. Courses in the second concentration, National Structures and Power, examine the ways in which the roots and exercise of power, as well as sociocultural dynamics, are structured by the political-economic relationship as it emerges in a unique national context. Courses in the third concentration, Cultural Forces and Social Movements, investigate theoretically and practically the importance and interplay of culture, power, resistance, and social change.

Potential employers and graduate programs seek liberal arts graduates 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 potential applications and topics. Examples include the interplay between social relations and the organization of production; the relationship between governments and markets in determining national development, power, and political stability; the ways in which ideas, discourse, gender, race, and identity affect and interact with political

and economic forces to structure social environments; the influence of state power on the global economy; and the role of social movements in promoting economic and political change.

Students may enhance any major through the addition of a minor in political economy. Those interested in pursuing a political economy minor should schedule a meeting with one of the sponsoring faculty to discuss program offerings and develop a curricular plan.

Minor Requirements

A minimum of 20 semester credits (five courses), distributed as follows:

- Two courses from the following:
ECON 250 Radical Political Economics
IA 340 International Political Economy
SOAN 300 Social Theory
- Three electives, one from each of the following three concentrations:

Global Dynamics

- ECON 232 Economic Development
- IA 238 Political Economy of Development
- SOAN 249 The Political Economy of Food
- SOAN 270 Cultural Politics of Youth in East Asia
- SOAN 350 Global Inequality
- SOAN 360 Colonialism and Postcolonialism

National Structures and Power

- ECON 220 The Financial System and the Economy
- HIST 142 Modern Latin American History
- HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis
- RHMS 360 Digital Media and Society
- SOAN 353 Popular Culture/Public Protest: China

Cultural Forces and Social Movements

- SOAN 214 Social Change
- SOAN 221 Sociology of Work, Leisure, and Consumption
- SOAN 254 The Social Life of Money and Exchange
- SOAN 274 Chinese Culture Through Film
- SOAN 285 Culture and Power in the Middle East
- SOAN 300 Social Theory
- SOAN 324 Anthropology of Violence
- SOAN 342 Power and Resistance

Faculty

Sepideh Azarshahri Bajracharya. Assistant professor of anthropology. Political culture of violence, communal politics, memory, narrative, urban ethnography, anthropology of space, South Asia. Ph.D. 2008 Harvard University. B.A. 1999 Wesleyan University.

Elizabeth A. Bennett. Assistant professor of international affairs, director of the Political Economy Program. International political economy, global social movements, voluntary social/environmental regulation, international development global governance. Ph.D. 2014, A.M. 2010 Brown University. M.A.L.D. 2008 The Fletcher School, Tufts University. B.A. 2002 Hope College.

Robert Goldman. Professor of sociology. Social theory, cultural studies (advertising, news, television), production and consumption, class relations, modernity, postmodernity. Ph.D. 1977, M.A. 1973 Duke University. B.A. 1971 University of Texas.

Martin Hart-Landsberg. Professor of economics. Political economy, economic development, international economics. Ph.D. 1974, M.A. 1973 University of Wisconsin at Milwaukee. B.A. 1969 University of California at Santa Cruz.

Jennifer Hubbert. Associate professor of anthropology, director of East Asian Studies Program. Chinese public culture, anthropology of the state, politics of popular culture and public protest. Ph.D. 1999, M.A. 1994 Cornell University. M.A. 1987, B.A. 1986 Stanford University.

Oren Kosansky. Associate professor of anthropology, chair of the Department of Sociology and Anthropology. Political economy of religious experience, postcolonial nationalism and diaspora, textual culture, Morocco. Ph.D. 2003, M.A. 1994 University of Michigan. M.A.T. 1990 Binghamton University. B.A. 1988 Brown University.

Bruce M. Podobnik. Associate professor of sociology. Environmental sociology, social movements, quantitative methods, Latin America. Ph.D. 2000, M.A. 1994 Johns Hopkins University. B.A. 1991 University of California at Santa Cruz.

Éric Tymoigne. Associate professor of economics. Macroeconomics, money and banking, monetary theory. Ph.D. 2006 University of Missouri at Kansas City. M.A. 2000 Université Paris-Dauphine. B.A. 1999 Université de Bretagne Occidentale à Brest.

Elliott Young. Professor of history, director of the Ethnic Studies Program. Latin American and U.S.-Mexico Borderlands history. Ph.D. 1997, M.A. 1993 University of Texas at Austin. B.A. 1989 Princeton University.

Political Science

Chair: Todd Lochner

Administrative Coordinator: Claire Kodachi

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.

Resources for Nonmajors

Since political science is intrinsic to a liberal arts 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 entrées to the field: Introduction to Comparative Politics (POLS 102) and Introduction to American Politics (POLS 103).

The Major Program

The political science curriculum is organized around five sub-fields: American politics, comparative politics, political theory, public law, and methodology. Courses are offered in American politics and comparative politics at the introductory and advanced levels. Courses in public law, political theory, and methodology are normally taken only after students have completed introductory courses. The major culminates with a capstone course (which may take the form of a senior thesis by invitation). Capstone courses are advanced 400-level courses, usually specialized in their focus, that require intensive class discussion and a significant research paper. Note that a senior thesis is required for students seeking departmental honors.

Political science majors can pursue 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 semester of study in Washington, D.C., one of the more distinguished programs of its kind in the country, includes class meetings 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, including 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 sub-fields:

American Politics

POLS 103	Introduction to American Politics
POLS 252	Public Opinion and Survey Research
POLS 253	Public Policy
POLS 275	Gender and Politics
POLS 302	Political Parties and Interest Groups
POLS 307	Government and the Economy
POLS 350	Congressional Politics

POLS 351	Presidential Politics
POLS 353	The National Policy Process
POLS 359	Religion and Politics
POLS 420	Policy Innovation

Comparative Politics

POLS 102	Introduction to Comparative Politics
POLS 250	Transitions to Democracy and Authoritarianism
POLS 314	Russian Politics in Comparative Perspective
POLS 318	Civil Society, Politics, and the State
POLS 325	European Politics
POLS 354	Comparative Electoral Politics
POLS 435	Topics in Comparative Politics

Political Theory

POLS 309	American Political Thought
POLS 310	Pillars of Western Political Thought: Plato to Machiavelli
POLS 311	Pillars of Western Political Thought: Hobbes to Foucault
POLS 313	International Political Theory
POLS 316	Ethics and Public Policy
POLS 402	Problems in Political Theory

Public Law

POLS 255	Law, Lawyers, and Society
POLS 301	American Constitutional Law: Equal Protection and Due Process
POLS 305	American Constitutional Law: Civil Liberties
POLS 425	Legal Regulation of American Democracy

Methodology and Thesis

POLS 201	Research Methods in Political Science
POLS 400	Senior Thesis

Major Requirements

A minimum of 44 semester credits (11 courses), distributed as follows:

- POLS 102 Introduction to Comparative Politics
- POLS 103 Introduction to American Politics
- POLS 201 Research Methods in Political Science or IA 200 Research Methods for International Affairs
- POLS 301 American Constitutional Law: Equal Protection and Due Process or POLS 305 American Constitutional Law: Civil Liberties
- POLS 310 Pillars of Western Political Thought: Plato to Machiavelli or POLS 311 Pillars of Western Political Thought: Hobbes to Foucault
- Three 200, 300 or 400-level electives from at least two different sub-fields, at least two of which must be 300-level or higher. Students may apply one of the following IA courses as an elective in the comparative politics sub-field:

IA 232	Southeast Asian Politics
IA 290	Middle East Politics
IA 320	Democratization

- One 400-level course chosen from the following:

POLS 400	Senior Thesis
POLS 402	Problems in Political Theory
POLS 420	Policy Innovation
POLS 425	Legal Regulation of American Democracy
POLS 435	Topics in Comparative Politics
- IA 100 Introduction to International Relations
- ECON 100 Principles of Economics

For all majors, courses in European and U.S. history, macroeconomics, and international political economy, as well as a semester in Washington, D.C., are recommended. Majors planning to attend law school should add courses in English literature, philosophy (including logic), mathematics, and history. Majors planning to attend graduate school in political science should take courses in mathematics, statistics, and other social sciences. Majors planning a career in politics, public policy, or urban planning should add courses in statistics, communication, economics, and psychology.

Minor Requirements

A minimum of 20 semester credits (five courses), distributed as follows:

- POLS 102 Introduction to Comparative Politics
- POLS 103 Introduction to American Politics
- POLS 310 Pillars of Western Political Thought: Plato to Machiavelli or POLS 311 Pillars of Western Political Thought: Hobbes to Foucault
- One course in American politics
- One course in public law

Honors and Senior Thesis

In the spring semester, juniors who have achieved a GPA of 3.000 or higher in the major and overall are invited to apply to the department for placement in POLS 400. Students who fall below a 3.000 GPA may be granted an exception to apply on a case-by-case basis. 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 upon graduation.

Faculty

Benjamin Gaskins. Assistant professor of political science. American politics, public opinion, media and politics, religion and politics. Ph.D. 2011, M.S. 2008 Florida State University. B.A. 2006 Furman University.

Leah Gilbert. Assistant professor of political science. Comparative politics, democratization, and Russian politics. Ph.D. 2012, M.A. 2007 Georgetown University. B.A. 2002, St. Olaf College.

Curtis N. Johnson. Dr. Robert B. Pamplin Jr. Professor of Government. Political theory, American government, classical studies, history of political thought. Ph.D. 1979, M.Phil. 1975 Columbia University. M.A. 1973 San Diego State University. A.B. 1970 University of California at Berkeley.

Todd Lochner. Associate professor of political science, chair of the Department of Political Science, coordinator of the Pre-Law Program. American constitutional law, American political systems. 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.

Ellen C. Seljan. Assistant professor of political science. American politics and public policy. Ph.D. 2010 University of California at San Diego. B.A. 2004 Drew University.

POLS 102 Introduction to Comparative Politics

Faculty: Gilbert.

Content: Introduction to the central questions in comparative politics. Fundamental differences in the organization of states, democratic political institutions (presidentialism versus parliamentarianism, for example), and domestic social forces (for example, social capital, ethnic versus nonethnic identities). The impact of political organization on economic performance and social peace.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

POLS 103 Introduction to American Politics

Faculty: Gaskins, Lochner, Seljan.

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, and international affairs.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

POLS 201 Research Methods in Political Science

Faculty: Seljan.

Content: Introduction to the methodological principles and issues in political science research, using readings within and beyond political science. Identifying variables and mechanisms, developing and testing theories, collecting and measuring data, and assessing a study's ability to achieve causal inference. Introduction to different approaches to research, including experiments, case studies, and regression analysis. Strongly recommended for sophomores or juniors who have declared a POLS major, as this course is a prerequisite for thesis and some senior capstone courses.

Prerequisites: POLS 102 or POLS 103.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

POLS 244 Practicum

Faculty: Political Science Faculty.

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. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Considerable preparation before enrollment.

Consult instructor and obtain the department's instructions about the program well in advance.

Sophomore standing required.

Usually offered: Annually.

Semester credits: 2-4.

POLS 250 Transitions to Democracy and Authoritarianism

Faculty: Gilbert.

Content: Why do some countries transition to democratic forms of rule while others do not? We will investigate this question by examining not only the rise of democracy, but also the origins and persistence of authoritarianism. While the course will consider historical processes of democratization and authoritarianism, emphasis will be placed on developments in the past thirty years. This course will draw on country examples from multiple world regions to illuminate why some autocrats have fallen and others have not—even in the current “age of democratization.”

Prerequisites: POLS 102 or permission of instructor.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

POLS 252 Public Opinion and Survey Research

Faculty: Political Science Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, fall semester.

Semester credits: 4.

POLS 253 Public Policy

Faculty: Seljan.

Content: Introduction to major issues in contemporary U.S. public policy, including the environment, social policy, criminal policy, education, health care, and the economy. Examination of the policy-making process, including the role of key policy makers, audiences, and institutions; methods of evaluating public policy, focusing on the difficulties of attributing causal efficacy. Student-led debates and exercises.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

POLS 255 Law, Lawyers, and Society

Faculty: T. 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" and the criminal justice system. What features define the American legal system; how does this system compare to those of other countries; what are its respective advantages and disadvantages?

Prerequisites: POLS 103.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

POLS 275 Gender and Politics

Faculty: Political Science Faculty.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, spring semester.

Semester credits: 4.

POLS 299 Independent Study

Faculty: Political Science Faculty.

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. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2-4.

POLS 301 American Constitutional Law: Equal Protection and Due Process

Faculty: Lochner.

Content: The U.S. Supreme Court and judicial review from 1787 to the present. 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: POLS 103.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

POLS 302 Political Parties and Interest Groups

Faculty: Gaskins.

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.

Prerequisites: POLS 103.

Restrictions: Sophomore standing required.

Usually offered: Every third year, fall semester.

Semester credits: 4.

POLS 305 American Constitutional Law: Civil Liberties

Faculty: 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: POLS 103.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

POLS 307 Government and the Economy

Faculty: Seljan.

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.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

POLS 309 American Political Thought

Faculty: Johnson.

Content: The evolution of political ideas 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. Readings include Locke, Montesquieu, Madison, Jefferson, de Tocqueville, Lincoln, Keynes, Hayek, Harrington, and others.

Prerequisites: POLS 103 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

POLS 310 Pillars of Western Political Thought: Plato to Machiavelli

Faculty: Johnson.

Content: Great works of political philosophy from ancient Greece and Rome, early Christianity, and the Renaissance. Themes include the foundations of morality and justice, the role of hierarchy in politics, and the role of politics in cultivating human excellence. Works may include Thucydides' *History of the Peloponnesian War*; Plato's *Apology*, *Crito*, and *Republic*; Aristotle's *Nicomachean Ethics* and *Politics*; Augustine's *City of God*; and Machiavelli's *The Prince*, among others.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

POLS 311 Pillars of Western Political Thought: Hobbes to Foucault

Faculty: Johnson.

Content: Great works of political philosophy from early modernity to the present. Themes include social contract theory and justifications for obedience to government, revolutionary theory, the effects of democratic government on individuality and society, and the dangers of politics in the present day. Works may include Hobbes' *Leviathan*, Locke's *Second Treatise of Government* and *A Letter Concerning Toleration*, Rousseau's *Discourse on the Origin of Inequality* and *On the Social Contract*, Burke's *Reflections on the Revolution in France*, Marx and Engels' *Manifesto of the Communist Party*, de Tocqueville's *Democracy in America*, Nietzsche's *Beyond Good and Evil*, and Arendt's *The Origins of Totalitarianism*.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

POLS 313 International Political Theory

Faculty: Political Science Faculty.

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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

POLS 314 Russian Politics in Comparative Perspective

Faculty: Gilbert.

Content: How unique are politics in Russia? Can the tools of comparative political analysis help us understand the complexities of Russian politics? This course will investigate these questions by studying Russian politics in a comparative perspective. Although this course will begin by examining Russia's political development in the early 20th century, emphasis will be placed on developments in the post-communist period. Throughout the class, close attention will be placed on the ways that Russia is both similar to and different from countries in the "West," former communist countries, and countries at Russia's same level of economic development. We will then use this information to untangle how Russia is ruled today. Students can expect to read predominantly scholarly articles, but will also be exposed to various materials from novels, news media, or films.

Prerequisites: POLS 102.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

POLS 316 Ethics and Public Policy

Faculty: Political Science Faculty.

Content: Rigorous consideration of controversial issues in contemporary normative political theory. Introduction to major frameworks for ethics. 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.

Prerequisites: None.

Restrictions: Junior standing or consent required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

POLS 318 Civil Society, Politics, and the State

Faculty: Gilbert.

Content: Analysis and evaluation of how civil society and social capital have promoted and shaped a variety of outcomes such as democratization and government performance. Students will critically analyze works from diverse regions of the world such as North America, Western Europe, Eastern Europe, and Asia. In-class activities and a semester-long project will step students through the research process on a core concept within the subfield of comparative politics.

Prerequisites: POLS 102.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

POLS 325 European Politics

Faculty: Gilbert.

Content: This course addresses the many political challenges that face individual European countries and the European Union in the twenty-first century. To contextualize and understand these challenges, this course will first investigate Europe's historical political development and then use a combination of in-depth case studies and comparative analyses to examine topics such as political parties, electoral systems, political participation, immigration, and post-communism. Throughout the course we will frequently compare the trajectory of Europe and individual European countries with the United States.

Prerequisites: POLS 102.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

POLS 350 Congressional Politics

Faculty: Seljan.

Content: Constitutional foundations and the unfolding of various concepts of legislative power throughout the 19th and 20th centuries, and into the 21st century. 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.

Prerequisites: POLS 103 recommended.

Restrictions: Sophomore standing or consent required.

Usually offered: Every third year, fall semester.

Semester credits: 4.

POLS 351 Presidential Politics

Faculty: Gaskins.

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.

Prerequisites: POLS 103 recommended.

Restrictions: Sophomore standing or consent required.

Usually offered: Every third year, spring semester.

Semester credits: 4.

POLS 353 The National Policy Process

Faculty: Political Science Faculty.

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. Offered on Washington, D.C., program.

Prerequisites: POLS 103 or consent of instructor.

Restrictions: Sophomore standing required. Acceptance into Washington, D.C., study abroad program required.

Usually offered: Annually.

Semester credits: 4.

POLS 354 Comparative Electoral Politics

Faculty: Gilbert.

Content: Political behavior and party competition through a country-based comparative perspective. Variation in the organization of political parties and electoral systems. The development of and changes to a country's political and social cleavages. The consequences of electoral institutions and social organization on representation and competition.

Prerequisites: POLS 102.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

POLS 359 Religion and Politics

Faculty: Gaskins.

Content: 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.

Prerequisites: POLS 103, RELS 101, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Every third year, spring semester.

Semester credits: 4.

POLS 400 Senior Thesis

Faculty: Political Science Faculty.

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. Normally taken for 2 credits in both fall and spring semesters of senior year for a total of 4 credits. Prerequisites: POLS 102, POLS 103, and POLS 201. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 2-4.

POLS 402 Problems in Political Theory

Faculty: Johnson.

Content: Advanced analysis of a specific problem, theme, or concept intriguing to political theorists. Specific content varies. Themes have included revolution, utopia, the American founding, Nietzsche, identity and self-creation, and the philosophy of history. Prerequisites: None. Restrictions: Junior standing required. Open to sophomores with consent of instructor only. Usually offered: Alternate Years, spring semester. Semester credits: 4.

POLS 420 Policy Innovation

Faculty: Seljan.

Content: Explores successful and failed public policy experiments by state and local governments. Examines the origins of policy innovations and what factors encourage policy entrepreneurship. Introduces advanced quantitative analysis skills. Culminates in an original, independent research project. This course serves to meet the capstone requirement of the Department of Political Science. Prerequisites: POLS 201. Restrictions: Junior standing or consent of instructor. Usually offered: Alternate Years, spring semester. Semester credits: 4.

POLS 425 Legal Regulation of American Democracy

Faculty: Lochner.

Content: 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. This course is taught at the law school. Prerequisites: POLS 301. Restrictions: Junior standing or consent required. Usually offered: Annually, spring semester. Semester credits: 4.

POLS 435 Topics in Comparative Politics

Faculty: Gilbert.

Content: Advanced seminar focusing on problems and concepts in comparative politics. Specific content varies; examples of topics include state failure and civil war, electoral competition and legislative behavior, migration and integration, institutional design, and ethnicity and nationalism. Assignments are organized around a substantial seminar paper (25 pages or longer) Prerequisites: POLS 102. Restrictions: Senior standing or consent required. Usually offered: Every third year, spring semester. Semester credits: 4.

POLS 444 Practicum

Faculty: Political Science Faculty.

Content: Same as POLS 244 but requiring more advanced work. May be repeated for credit. Prerequisites: None. Restrictions: Sophomore standing and consent required. Usually offered: Annually. Semester credits: 2-4.

POLS 499 Independent Study

Faculty: Political Science Faculty.

Content: Same as POLS 299 but requiring more advanced work. May be repeated for credit. Prerequisites: None. Restrictions: Sophomore standing and consent required. Usually offered: Annually. Semester credits: 2-4.

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 Stanford, Harvard, Duke, the University of California at Berkeley, Cornell, Columbia, Georgetown, Boston College, Emory, 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.

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, Johns Hopkins University, Weill Cornell Medical College, 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.

Many courses required for admission to health-professional schools are sequential, so careful planning is essential. Students should consult as soon as possible with their academic advisor, assistant professor of psychology and pre-med advisor Todd Watson, or Adonica De Vault in the Career Center. 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-professional 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: Todd Watson

Administrative Coordinator: Rian Brennan

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.

Internship Program

The department's active internship program offers supervised opportunities for gaining 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.

Resources for Nonmajors

Introduction to Psychology (PSY 100) 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 scientific and quantitative reasoning (p. 19) 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 PSY 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.

The Major Program

The major begins with the foundation courses: PSY 100 Introduction to Psychology, PSY 200 Statistics I, and PSY 300 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 in consultation with the supervising faculty member.

Psychology Methodology (PSY 300) is the department's final foundation course and gateway to more advanced coursework. Students must earn a minimum grade of B- or above in Statistics I (PSY 200) in order to enroll in Psychology Methodology. (Students not meeting this prerequisite can petition the chair of the Psychology Department to fulfill the requirement by earning a B- or above in a comparable statistics course.) Psychology Methodology culminates in the individually written sophomore thesis, and students are required to complete and earn a passing grade on the sophomore thesis in order to pass the course.

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:

- PSY 100 Introduction to Psychology
- PSY 200 Statistics I
- PSY 300 Psychology Methodology
- One course in development, abnormal psychology, or social psychology, chosen from the following:

PSY 230	Infant and Child Development
PSY 240	Abnormal Psychology
PSY 260	Social Psychology
- One course in cognition or the brain and behavior, chosen from the following:

PSY 220	Thinking, Memory, and Problem Solving
PSY 280	Brain and Behavior
- One advanced lab, chosen from the following:

PSY 310	Cognition
PSY 350	Behavioral Neuroscience
PSY 355	Cognitive Neuroscience
- One capstone course, chosen from the following:

PSY 400	Advanced Topics in Psychology
PSY 410	Advanced Topics in Neuroscience
PSY 425	Human-Computer Interaction
PSY 440	Social Construction of Madness
PSY 445	Psychology Internship
PSY 460	Community Psychology
PSY 465	Advanced Topics in Social Psychology
PSY 490	Senior Thesis
- Three elective courses, two of which must be at the 300 level or higher, including a maximum of 4 semester credits for PSY 299 Independent Study and PSY 499 Independent Study.

Honors

At the end of the second semester of the junior year, students may apply to participate in the psychology senior thesis 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 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.

Faculty

William George Cole. Assistant professor with term of psychology. Ph.D. 1980 University of Washington. B.A. 1970 Emory University.

Janet E. Davidson. Associate professor of psychology, director of academic advising. Infant and child development, developmental psychopathology, internships. Ph.D. 1989, M.Phil. 1987, M.S. 1985 Yale University. B.S. 1975 University of Washington.

Brian Detweiler-Bedell. Professor of psychology. Social psychology, statistics. Ph.D. 2001, M.Phil. 2000, M.S. 1998 Yale University. M.A. 1995, B.A. 1994 Stanford University.

Jerusha Detweiler-Bedell. Professor of psychology. Clinical and community psychology, health psychology, psychology of gender, internships. Ph.D. 2001, M.Phil. 1998, M.S. 1997 Yale University. M.A. 1995, B.A. 1995 Stanford University.

Jennifer LaBounty. Associate professor of psychology. Child, adolescent, and adult development; methodology; internships. Ph.D. 2008, M.A. 2005 University of Michigan. B.S. 2001 University of Oregon.

Diana J. Leonard. Assistant professor of psychology. Identity, social judgments, and categorization. Ph.D. 2012 University of California at Santa Barbara. B.A. 2004 Northwestern University.

Erik L. Nilsen. Associate professor of psychology. Cognition, methodology, human-computer interaction. Ph.D. 1991, M.A. 1986 University of Michigan. B.A. 1984 Graceland College.

Thomas J. Schoeneman. Professor of psychology. Personality, abnormal psychology, internships. Ph.D. 1979, M.S. 1974, B.A. 1973 State University of New York at Buffalo.

Maya Sen. Visiting assistant professor of psychology. Ph.D. 1999 University of Minnesota. B.S. 1991 Lewis & Clark College.

Todd Watson. Associate professor of psychology, chair of the Department of Psychology. Cognitive neuroscience, brain and behavior, statistics. Ph.D. 2005 State University of New York at Stony Brook. M.A. 2000 Radford University. B.S. 1997 Pennsylvania State University.

Amelia J. Wilcox. Assistant professor with term of psychology. Ph.D. 1992 California School of Professional Psychology. M.S. 1986 Dominican College. B.A. 1981 Lewis & Clark College.

Yueping Zhang. Associate professor of psychology. Behavioral neuroscience, brain and behavior, drugs and behavior, cross-cultural psychology. Ph.D. 1996, M.A. 1992 University of New Hampshire. M.D. 1985 Shandong Medical University.

PSY 100 Introduction to Psychology

Faculty: 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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 105 Perspectives in Film

Faculty: Schoeneman.

Content: Focus on one or more major filmmakers from the past 100 years; viewing of representative films by these filmmakers and those who influenced them; readings of books and articles by and about these major figures, including film criticism, biography, and interviews. We will pay specific attention to the question of whether a filmmaker's body of work is the result of his or her artistic vision and personal psychology or a reflection of cultural ideology. Recent topics: Alfred Hitchcock, Stanley Kubrick, Orson Welles, film noir. (May not be applied toward a major in psychology.)

Prerequisites: None.

Usually offered: Annually, summer only.

Semester credits: 4.

PSY 190 Culture, Film, and Psychology

Faculty: Psychology Faculty.

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.

Prerequisites: None.

Usually offered: Annually, summer only.

Semester credits: 4.

PSY 200 Statistics I

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 220 Thinking, Memory, and Problem Solving

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 230 Infant and Child Development

Faculty: Psychology Faculty.

Content: Psychological development in domains including perception, cognition, language, personality, social behavior. How psychological processes evolve and change. Emphasis on infancy and childhood.

Prerequisites: PSY 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 240 Abnormal Psychology

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 244 Practicum

Faculty: Psychology Faculty.

Content: Internship or practicum to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

PSY 252 Introduction to Neuroscience

Faculty: Reiness, Watson, Zhang and Biology Faculty.

Content: Study of the biological basis of behavior. Gross anatomy of the brain, structure and function of neurons, synaptic transmission. Exploration of learning and memory, vision, neurological and psychiatric diseases, addiction, and reproductive behavior. Cross-listed with PSY 252. Students may not receive credit for both BIO/PSY 252 and PSY 280.

Prerequisites: BIO 151 and PSY 100, or one of these and permission of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

PSY 260 Social Psychology

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 280 Brain and Behavior

Faculty: Watson, Zhang.

Content: 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, motivation. The biological bases of abnormal conditions, such as affective disorders, amnesia, learning disorders. Not open to students with previous credit in PSY 350 or PSY 355.

Prerequisites: PSY 100.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 299 Independent Study

Faculty: Psychology Faculty.

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. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

PSY 300 Psychology Methodology

Faculty: 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. Students are required to complete an individually written sophomore thesis and must earn a passing grade on this assignment in order to pass the course.

Prerequisites: PSY 100. Grade of B- or better in PSY 200.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 310 Cognition

Faculty: Nilsen.

Content: Classical and contemporary research topics in cognition. Discussion of scientific methods used to investigate cognition. Emphasis on memory, reasoning, decision making, cognitive science. Laboratory sections supplement lectures and readings with computer-based experiments and demonstrations. Seniors will be given registration preference during the first round of registration.

Prerequisites: PSY 100. PSY 200. PSY 220. PSY 300.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 311 Statistics II

Faculty: B. Detweiler-Bedell.

Content: Continuation of PSY 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)

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor based on statistical experience.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

PSY 325 Social Norms

Faculty: Leonard.

Content: Social psychology research and theory seeking to explain the functions of norms, norm formation and change, and how norms affect everyday social behavior. Emphasis on social identity and group dynamics. Role of norms in health, business, political, and media contexts, and the ethical considerations of using norms to influence others.

Prerequisites: PSY 100, 200, 260, 300.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

PSY 330 Adolescent and Adult Development

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100, PSY 200, PSY 230, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 340 Personality Theory

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

PSY 345 Overseas Internship

Faculty: Davidson, J. Detweiler-Bedell, Schneider, Schoeneman.

Content: Applied field learning experience and exposure to psychologically oriented occupations on LC overseas programs. 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. May be taken twice for credit if participating in two programs. Summers only, or occasionally during semester-long off-campus programs.

Prerequisites: PSY 100, PSY 200, and PSY 300.

Restrictions: Sophomore standing and acceptance on Australia or England/Ireland overseas program required.

Usually offered: Annually, summer only.

Semester credits: 4.

PSY 350 Behavioral Neuroscience

Faculty: 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 sections supplement lectures and readings with practical experience in neural anatomy, animal (rat) behavioral testing, and neuropsychological testing.

Prerequisites: PSY 100. PSY 200. PSY 280. PSY 300.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 4.

PSY 355 Cognitive Neuroscience

Faculty: Watson.

Content: Foundational and contemporary issues in cognitive neuroscience. Scientific methods used to investigate relationship between brain function and cognition. Emphasis on higher cognitive and emotional function and the neurobehavioral underpinnings of psychopathology. Laboratory sections supplement lecture and reading topics with demonstrations and practice applying cognitive neuroscience research techniques. Seniors will be given registration preference during the first round of registration.

Prerequisites: PSY 100. PSY 200. PSY 220 or PSY 280. PSY 300.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

PSY 360 Psychology of Gender

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

PSY 370 Clinical Psychology

Faculty: 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.

Prerequisites: PSY 100. PSY 200. PSY 240. PSY 300.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PSY 375 Health Psychology

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 380 Drugs and Behavior

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

PSY 390 Cross-Cultural Psychology

Faculty: Psychology Faculty.

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, mental health. Cultural variation, how culture shapes human behavior, and psychological theories and practices in different cultures.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

**PSY 395 Contemporary Issues in Psychiatric Health:
The Complex Patient in a Complex System**

Faculty: Wilcox.

Content: Explores the ethical, legal, and clinical issues surrounding the care of the severely and persistently mentally ill. Addresses questions of homelessness, incarceration, involuntary treatment, organicity, and the assessment of capacity and risk. Students are required to spend two days in a setting that serves the basic needs of the mentally ill.

Prerequisites: PSY 100, PSY 200, PSY 240, and PSY 300.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PSY 400 Advanced Topics in Psychology

Faculty: Psychology Faculty.

Content: In-depth study of current issues and topics in psychology. Central theoretical, empirical, practical issues of each topic. May be taken twice for credit with change of topic.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor. Psychology courses appropriate for the topic of study.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 4.

PSY 410 Advanced Topics in Neuroscience

Faculty: Psychology Faculty.

Content: In-depth discussion of current theoretical, research, and practical issues in neuroscience. Topics may vary by semester and may include the biological basis of behavior, the neural substrates of cognitive processes, and biological basis of psychological disorders. Behavioral, electrophysiological, neuropsychological, and biochemical approaches considered.

Prerequisites: PSY 100, PSY 200, PSY 220 or PSY 280, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PSY 425 Human-Computer Interaction

Faculty: Psychology Faculty.

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, and motivation, as well as social, developmental, abnormal, and educational psychology studied from a psychological perspective. Primary source materials from the fields of psychology, computer science, and allied disciplines.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

PSY 440 Social Construction of Madness

Faculty: Psychology Faculty.

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.

Prerequisites: PSY 100, PSY 200, PSY 240, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PSY 444 Practicum

Faculty: Psychology faculty.

Content: Internship or practicum to be arranged with instructor.

Prerequisites: PSY 200 and PSY 300.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

PSY 445 Psychology Internship

Faculty: 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: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Junior standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 460 Community Psychology

Faculty: Psychology faculty.

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.

Prerequisites: PSY 100, PSY 200, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

PSY 465 Advanced Topics in Social Psychology

Faculty: Psychology Faculty.

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, group dynamics.

Prerequisites: PSY 100, PSY 200, PSY 260, and PSY 300, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

PSY 490 Senior Thesis

Faculty: Psychology Faculty.

Content: Continuation of independent research project begun in PSY 499T. Details determined by the student in conference with supervising faculty member and thesis committee. Details must then be approved by department. If the resulting thesis and its defense are deemed worthy of distinction by the psychology faculty, the student will be awarded honors on graduation.

Prerequisites: PSY 100, PSY 200, PSY 300, PSY 499T, and department consent.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

PSY 499 Independent Study

Faculty: Psychology Faculty.

Content: Same as PSY 299 but requiring work at the junior or senior level. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually.

Semester credits: 1-4.

PSY 499T Pre-thesis Independent Research

Faculty: Psychology Faculty.

Content: Faculty-supervised research projects as part of the senior thesis. Details determined by the student in conference with a two-member faculty committee.

Prerequisites: PSY 100. PSY 200. PSY 300.

Restrictions: Senior standing and consent of instructor and department required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

Religious Studies

Chair: Susanna Morrill

Administrative Coordinator: Claire Kodachi

As part of the Lewis & Clark programs 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.

Resources for Nonmajors

All of the department's offerings are open to nonmajors. Preference is given to majors for enrollment in RELS 201 History and Theory 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 details of the major program) reflecting the diversity of the world's religious traditions.

The majority of students taking religious studies courses are nonmajors pursuing elective interests. Many are students whose major academic interest is in another field such as art, music, history, politics, philosophy, or sociology, yet who find that some religious studies courses supplement and expand their understanding of their own fields.

Departmental Seminars

To give students opportunities to explore the departmental curriculum at an advanced level, seminars are offered each year in various areas of faculty expertise. Specific content of the seminars changes from year to year. Refer to the course list for those offered during recent academic years.

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: Judeo-Christian origins, history of religions in the West, Islamic traditions, and religions of East Asia and India.

300 level: Exploration of specific topics introduced in 100- and 200-level courses.

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:

- Four departmental core courses at the 200 level, from at least three of the following four areas: Judeo-Christian origins, the history of religions in the West, Islamic traditions, and the religions of East Asia and India.
- Four departmental courses at the 300 or 400 level (except RELS 490 Senior Thesis), at least one of which is a 450-level seminar.
- One methods course: RELS 201 History and Theory.
- The senior thesis: RELS 490 Senior Thesis.

Relevant courses from other departments or overseas programs may, on a case-by-case basis, be substituted for one of the above requirements. Approval for such substitutions is granted by the department chair; students

are responsible for submitting the appropriate forms to the registrar.

Minor Requirements

A minimum of 20 semester credits (five courses), distributed as follows:

- Three departmental core courses (200 level), excluding RELS 299 Independent Study. RELS 201 History and Theory is recommended.
- Two courses at the 300 or 400 level, excluding RELS 499 Independent Study.

Faculty

Sylvia Frankel. Adjunct instructor in religious studies. Jewish studies. .

Robert A. Kugler. Paul S. Wright Professor of Christian Studies. Judeo-Christian origins, Dead Sea Scrolls, early Jewish literature. Ph.D. 1994 University of Notre Dame. M.Div. 1984 Pacific Lutheran Theological Seminary. B.A. 1979 Lewis & Clark College.

Susanna Morrill. Associate professor of religion, chair of the Department of Religious Studies. Religion in America. Ph.D. 2002, M.A. 1993 University of Chicago. B.A. 1989 Bryn Mawr College.

Paul R. Powers. Associate professor of religious studies, director of Core Curriculum. Islamic studies. Ph.D. 2001, M.A. 1992 University of Chicago Divinity School. B.A. 1990 Carleton College.

Claire Robison. Visiting instructor in religious studies. South Asian religions. M.Phil. 2008 University of Cambridge. B.A. 2007 University of Oxford.

Jessica D. Starling. Assistant professor of religious studies. East Asian religions, Buddhism. Ph.D. 2012, M.A. 2006 University of Virginia. B.A. 2000 Guilford College.

RELS 101 Themes in Religious Studies

Faculty: Religious Studies Faculty.

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.

Prerequisites: None.

Usually offered: Alternate Years.

Semester credits: 4.

RELS 102 Food and Religion in America

Faculty: Morrill.

Content: Examination of the relationship between food, American religions, and American popular culture; how food is incorporated into formal religious rituals such as the Eucharist or fasting; how cooking, communal eating, and food practices are part of the more informal religious culture of religious communities. Also, consideration of whether eating and food have taken on religious meaning within American culture as a whole, using the Northwest as a focus.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 201 History and Theory

Faculty: Kugler, Morrill, Powers, Starling.

Content: History of the field. Psychological, literary, anthropological, sociological, and historical approaches to the study of religion. Readings by major theorists. Should normally be taken no later than the junior year.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

RELS 224 Jewish Origins

Faculty: Kugler.

Content: Exploration of early Judaism, from circa 450 B.C.E. to 200 C.E. Focus on the development of the religion in the multicultural, pluralistic context of the Greco-Roman world. Study of the archaeological and written evidence for Jewish origins (i.e., the archaeology and literature of pre-Jewish Israelite religion and of early Jewish communities in Egypt and Palestine, the Hebrew Bible, the Dead Sea Scrolls and the related excavations at Qumran, documentary and literary texts of Jews in Egypt, and related archaeological evidence). Analysis of key themes in the study of early Judaism (i.e., gender, colonialism, multiculturalism and identity, early Judaism's relationship to earliest Christianity)

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

RELS 225 Christian Origins

Faculty: Kugler.

Content: Exploration of early Christianity, from the turn of the eras to 400 C.E. Focus on the development of the religion in the multicultural, pluralistic context of the Greco-Roman world. Study of the archaeological and written evidence for Christian origins (i.e., the archaeology of Jerusalem, the Galilee, and the Dead Sea Scrolls community; the New Testament, the writings of "orthodox" and "heretical" early Christian thinkers, the Dead Sea Scrolls, and other relevant Judean texts).

Analysis of key themes in early Christian studies (i.e., gender, orthodoxy and heterodoxy, early Christianity's relationship to early Judaism, Christianity and empire)

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 241 Religion and Culture of Hindu India

Faculty: Starling.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every third year, fall semester.

Semester credits: 4.

RELS 242 Religions and Cultures of East Asia

Faculty: Starling.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

RELS 243 Buddhism: Theory, Culture, and Practice

Faculty: Starling.

Content: Introduction to Buddhist thought and practice. Indian origins, contemporary Theravada Buddhism, emergence of the Mahayana, Buddhism and society in Tibet, Zen and Pure Land traditions of East Asia, and the Western reception of Buddhism. Problems in the study of Buddhism.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

RELS 244 Practicum

Faculty: Religious Studies Faculty.

Content: Internship or practicum to be arranged with instructor.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RELS 246 Religions of Japan

Faculty: Starling.

Content: Religious traditions of Japan from the eighth century to the present examined through the thematic lenses of hagiography, asceticism, syncretism, gender, family, and cultural identity. Critical attention will be paid to the concepts of "religion" and "secular" during examination of continuities and changes from the ancient to the contemporary period. Students will conduct a semester-long research project on a topic related to Japanese religion.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 251 Medieval Christianity

Faculty: Westervelt.

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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 253 Religion in American History to the Civil War

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 254 Religion in Modern America, 1865 to Present

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

RELS 262 Judaism Encounters Modernity

Faculty: Frankel.

Content: Exploration of how the emancipation period in Europe transformed the Jewish world, beginning in the latter part of the 18th century. Includes some of the early personalities, such as Moses Mendelssohn, Samson Raphael Hirsch, Leopold Zunz; the emergence of new denominations in Europe in the 19th century, such as the Reform and neo-Orthodox movements; and denominations developed in the United States in the 20th century.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 273 Islamic Origins

Faculty: Powers.

Content: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

RELS 274 Islam in the Modern World

Faculty: Powers.

Content: 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. European colonialism, postcolonial change, reform and "fundamentalist" movements, Sufism, Muslim views of "modernity," and changing understandings of politics, gender, and relations with non-Muslims.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

RELS 299 Independent Study

Faculty: Kugler, Morrill, Powers, Starling.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RELS 330 Jesus: History, Myth, and Mystery

Faculty: Kugler.

Content: Survey of the history of cultural 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 cultural appropriations of Jesus; and Jesus in modern film and literature.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

RELS 333 Apocalyptic Imagination

Faculty: Kugler.

Content: For centuries Jews and Christians have sought to make sense of human existence through apocalyptic speculation, stimulating along the way a parallel secular apocalyptic imagination. Exploration of the interplay between religious and secular apocalyptic and the sociohistorical and cultural realities it responded to and engendered. A focus on early Jewish and Christian apocalyptic from the 6th century B.C.E. to the 3rd century C.E. and selected instances of apocalyptic through the 21st century C.E. Resources include archaeological evidence, literature, art, music, and film.

Prerequisites: One 200-level Religious Studies course.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

RELS 334 Lost Books of Early Judaism

Faculty: Kugler.

Content: Jews of the Persian and Greco-Roman periods produced many literary works written in Greek. Later, rabbinic Judaism prohibited these books not only because of the language in which they were written, but also because they were so heavily influenced by the literature, thought, and social world of Classical Greek and Hellenistic culture. Analyzing these Jewish texts and corollary Classical literature provides a window on lost forms of Judaism at its infancy and on the relationship between religious traditions and cultural contexts.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

RELS 340 Gender in American Religious History

Faculty: Morrill.

Content: Gender as a component in religious experiences in America from the colonial era to the present. The relationship between gender and religious beliefs and practices. Religion as a means of oppression and liberation of women and men. Interactions between laywomen and male clergy. The intersection of religion, wellness, the body, and sports. Diverse movements and cultures including colonial society, African American culture, immigrant communities, and radical religious groups.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 341 Religions of the Northwest

Faculty: Morrill.

Content: Exploration of the religious history of the Pacific Northwest, with a focus on Oregon and Washington. Examination of the religious traditions of regional Native American tribes, early Protestant missions, and the growth of Catholicism and Mormonism in the region, as well as recent immigrant religions (such as Vietnamese Buddhism), nondenominational Christian groups, and alternative forms of spirituality. Using theoretical models from religious studies to consider why the Northwest does not carry the imprint of a dominant religious tradition or traditions, as most other regions of the country do.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 342 Mormonism in the American Religious Context

Faculty: Morrill.

Content: This course will use the origin and development of Mormonism in the U.S. as a case study to understand larger trends in American religious history, including the history and importance of folk and magical traditions in the U.S., prophetic/charismatic religious movements, the shifting relationship between church and state, public Protestantism in the U.S., secularization, and globalization.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 355 Sufism: Islamic Mysticism

Faculty: Powers.

Content: 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.

Prerequisites: RELS 273 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RELS 356 Women in Buddhism

Faculty: Starling.

Content: This course examines women and gender in Buddhist mythology, doctrine, practice, and institutions. The course spans the entire length of the Buddhist tradition (i.e., 500 BCE to the present) and addresses examples from the Indian, Southeast Asian, Tibetan, and Japanese Buddhist contexts. Emphasis will be on the tension between Buddhism's theoretical discourse on women and gender and the actual roles and experiences of women in the Buddhist tradition. Students will learn various theoretical approaches to gender and religion while exploring the problems with assuming Western constructions of gender and feminism in non-Western religious contexts. Topics include the founding myth of the Buddhist order of nuns and the writings of early nuns, Buddhist discourse on female impurity and the exclusion of women from sacred mountains, female tantric adepts and depictions of the feminine in Tibetan Buddhism, the movement to revive full ordination for nuns in Southeast Asia, and the Buddhist feminist movement in contemporary Japan.

Prerequisites: Any 200-level Religious Studies course.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

RELS 357 Family, Gender, and Religion: Ethnographic Approaches

Faculty: Starling.

Content: Theories and ethnographic case studies of family, gender, and religion. Topics may include the function of religious symbols in relation to gender and family roles, religious meanings of food, religious interpretations of marriage and childrearing, and domestic religion as a bridge between the sacred and profane. Emphasis will be on anthropological approaches to religion, and students will employ ethnographic methods in their research projects. Case studies will address Christian feasting and fasting in contemporary and medieval contexts, female shamans in contemporary Korea, Confucianism and the construction of gender roles in East Asia, and Buddhist temple families in Japan.

Prerequisites: Prior course in RELS or SOAN.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 373 Reformations of the 16th Century

Faculty: Westervelt.

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.

Prerequisites: RELS 251 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RELS 376 Religious Fundamentalism

Faculty: Powers.

Content: 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.

Prerequisites: RELS 254 or RELS 274, or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RELS 450 Seminar: Social and Religious World of Early Judaism and Christianity

Faculty: 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, other early Christian literature, and media interpretations of Judaism and Christianity to the present. Emphasis on original student research. With instructor consent, may be taken twice for credit.

Prerequisites: RELS 224 or RELS 225 or consent.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RELS 451 Seminar in American Religion

Faculty: Morrill.

Content: Major trends in American religion from the Puritans to the feminist and liberation theologies of the 20th century. Intensive reading of works by major American figures and scholars. With instructor consent, may be taken twice for credit.

Prerequisites: One 200-level RELS course.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RELS 452 Seminar in Asian Religions

Faculty: Starling.

Content: Advanced seminar in Asian religions with an emphasis on East Asia. Topics may include Zen and/or Pure Land Buddhist doctrine and practice; religion and family in East Asia; female religious adepts and theories of women's salvation. Intensive readings in primary texts and student research projects. May be taken twice for credit with change of topic.

Prerequisites: RELS 242 or RELS 243.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RELS 453 Seminar in Islamic Studies: Islamic Law

Faculty: Powers.

Content: 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; 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; and historical case studies.

Prerequisites: RELS 273 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

RELS 455 Themes in History of Religions

Content: Study of a selected theme in 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.

Prerequisites: Completion of a religious studies course at the 200 level or higher.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

RELS 490 Senior Thesis

Faculty: Kugler, Morrill, Powers, Starling.

Content: Advanced readings and major works in religion.

In consultation with faculty, selection of a thesis topic and further reading in the discipline and research in the topic area. Substantial written document demonstrating mastery of theory and methodology in the study of religion and the ability to integrate these into the thesis topic.

Prerequisites: None.

Restrictions: Senior standing or consent of instructor required.

Usually offered: Annually, spring semester.

Semester credits: 4.

RELS 499 Independent Study

Faculty: Kugler, Morrill, Powers, Starling.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Rhetoric and Media Studies

Chair: Daena J. Goldsmith

Administrative Coordinator: Terry Moore

From its humanistic roots in ancient Greece to current investigations of the impact of digital technology, rhetoric and media studies is both one of the oldest and one of the newest disciplines. Our department addresses contemporary concerns about how we use messages (both verbal and visual) to construct meaning and coordinate action in various domains, including the processes of persuasion in politics and civic life, the effects of media on beliefs and behavior, the power of film and image to frame reality, and the development of identities and relationships in everyday life. While these processes touch us daily and are part of every human interaction, no other discipline takes messages and their consequences as its unique focus.

The Department of Rhetoric and Media Studies offers a challenging and integrated study of theory and practice. Our discipline is rooted in the classical liberal arts tradition of rhetorical theory and has evolved to include social science theories of the causes and effects of

messages as well as critical theories of the relationship between media, culture, and society. Our curriculum focuses on the content, transmission, and consequences of oral, print, visual, interpersonal, and electronic messages. Understanding how messages construct meaning, identity, relationships, and communities is central to the life of a liberally educated person and to the development of critical and creative thinking, speaking, listening, and writing.

Resources for Nonmajors

Nonmajors can obtain an overview of theories and research in the field through RHMS 100 Introduction to Rhetoric and Media Studies. Courses in interpersonal media, argumentation, public discourse, and professional discourse are open to all students and provide opportunities to apply theory to everyday life. Our flexible minor requirements enable students to create a concentration of courses to complement any major. Nearly all of our advanced courses are open to nonmajors as long as they have completed the prerequisites. (Internship credit requires department approval.)

Activities

Lambda Pi Eta. Qualifying students are inducted each fall into this honor society. The chapter recognizes scholastic achievement, promotes interest in the major, supports professional development, and builds community in the department.

Public Advocacy. Competitive forensics and noncompetitive public forum activities. Students may compete in parliamentary debate, extemporaneous speaking, oratory, expository, after-dinner speaking, and oral interpretation in intercollegiate tournaments. Participation in forensics includes research and weekly practices. 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 college.lclark.edu/student_life/klc_radio. KLC is a cocurricular activity sponsored by the Department of Rhetoric and Media Studies. Credit is available to qualified students through the practicum program.

Facilities

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

Video. 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.

The Major Program

The major in rhetoric and media studies combines core requirements with the flexibility of electives. Required courses involve an introductory overview to the field, a course on the design of media or interpersonal messages, core courses on the theories and methods of rhetoric and media studies, and satisfactory completion of a capstone course. Elective courses enable students to explore theory and practice in a wide range of topic areas, including race, gender, health, film, campaigns, and popular culture. These courses prepare students for graduate study or for entrance to a rhetoric or media studies-related career.

Students should declare the major in 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 might be integrated into their study of rhetoric and media studies.

Major Requirements

A minimum of 40 semester credits, distributed as follows:

- RHMS 100 Introduction to Rhetoric and Media Studies
- RHMS 203 Rhetorical Theory
- RHMS 260 Empirical Research Methods
- RHMS 301 Rhetorical Criticism
- RHMS 302 Media Theory
- At least one of these three courses:
 - RHMS 200 Media Design and Criticism
 - RHMS 270 Interpersonal Media
 - RHMS 275 Interpersonal Rhetoric
- One of the following 400-level capstone courses
 - RHMS 406 Race, Rhetoric, and Resistance
 - RHMS 408 Argument and Persuasion in Science
 - RHMS 425 American Cinema Studies: Advanced Analysis and Criticism
 - RHMS 431 Feminist Discourse Analysis
 - RHMS 470 Popular Culture and Socialization
- Twelve additional semester credits to complete the 40-credit requirement. Eight of these semester credits must be at the 300 or 400 level.

Students may apply up to 4 semester credits of practicum or independent study to the major.

Minor Requirements

A minimum of 24 semester credits, distributed as follows:

- RHMS 100 Introduction to Rhetoric and Media Studies
- One of the following combinations selected in consultation with your minor advisor to complement your rhetoric and media studies coursework and your major:
 - RHMS 260 Empirical Research Methods and an additional media studies course at the 300 or 400 level

or

RHMS 203 Rhetorical Theory
and an additional rhetoric course at the 300 or 400 level

- One of the following 400-level capstone courses:
RHMS 406 Race, Rhetoric, and Resistance
RHMS 408 Argument and Persuasion in Science
RHMS 425 American Cinema Studies: Advanced Analysis and Criticism
RHMS 431 Feminist Discourse Analysis
RHMS 470 Popular Culture and Socialization
- Eight semester credits of rhetoric and media studies electives, 4 of which must be at the 300 or 400 level.

Practicum and independent study coursework do not count toward the minor.

Practicum and Internship Program

A variety of practica and internships are available to qualified students. Internships provide 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 Forensics or KLC Radio organizations at Lewis & Clark. Practica and internships are supervised by rhetoric and media studies department faculty and involve additional readings and written assignments beyond the time spent in the organization. Credit is offered on a credit-no credit basis through RHMS 244 Practicum/Internship and RHMS 444 Practicum. A detailed written description of the program is available in the department.

Honors

Rhetoric and media studies majors with a grade point average of 3.500 or higher overall and in the major are invited by the department to prepare their capstone projects as honors projects. Capstone projects submitted for consideration for honors are typically ambitious in scope and must be judged by the faculty to be of excellent quality. Students whose capstone projects are deemed worthy are granted honors on graduation.

Faculty

Kundai V. Chirindo. Assistant professor of rhetoric and media studies. Rhetoric, culture, and hermeneutics; Africa in the public imaginary; rhetoric and postcolonial theory. Ph.D. 2012 University of Kansas. M.A. 2008, B.A. 2004 Bethel University.

Peter G. Christenson. Professor of rhetoric and media studies. Media and society, quantitative research methods, media and socialization, popular music as communication. Ph.D. 1980 Stanford University. M.A. 1973 University of Oregon. B.A. 1968 Dartmouth College.

Daena J. Goldsmith. Professor of rhetoric and media studies, chair of the Department of Rhetoric and Media Studies. Social media, health communication, gender,

Ph.D. 1990, M.A. 1988 University of Washington. B.S. 1986 Lewis & Clark College.

G. Mitchell Reyes. Associate professor of rhetoric and media studies. Rhetoric, public memory, public discourse, rhetoric of science. Ph.D. 2004, M.A. 2000 Pennsylvania State University. B.S. 1997 Willamette University.

Bryan R. Sebok. Associate professor of rhetoric and media studies. Communication technology and society, film and video aesthetic theory and methods, media organizations. Ph.D. 2007 University of Texas at Austin. M.A. 2002 Emory University. B.A. 1999 North Carolina State University.

RHMS 100 Introduction to Rhetoric and Media Studies

Faculty: Rhetoric and Media Studies Faculty.

Content: Introduction to the conceptual and philosophical foundations of the 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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

RHMS 200 Media Design and Criticism

Faculty: Christenson, Sebok.

Content: Theory, aesthetics, and practice in the production of messages for film and television. Organizing principles and aesthetic theories concerning connections between form and content, text and audience. Topics include narrative style and structure, visual composition, continuity and montage, and basic production practices in image creation, audio, and editing.

Prerequisites: RHMS 100.

Corequisites: Attend required film screening sessions.

Usually offered: Annually, fall semester.

Semester credits: 4.

RHMS 203 Rhetorical Theory

Faculty: Chirindo, 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.

Prerequisites: RHMS 100 or consent of instructor.

Usually offered: Annually, spring semester.

Semester credits: 4.

RHMS 210 Public Discourse

Faculty: Rhetoric and Media Studies Faculty.

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.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

RHMS 211 Professional Discourse

Faculty: Gantt.

Content: Theory and practice of rhetoric within organizational settings. Development of rhetorical skills for professional settings, including public speaking, networking, interviewing, small group interaction, crisis management techniques, negotiation.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

RHMS 221 Argumentation

Faculty: Rhetoric and Media Studies Faculty.

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.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

RHMS 244 Practicum/Internship

Faculty: Rhetoric and Media Studies Faculty.

Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on- and off-campus organizations. Additional readings and written assignments required. Two specific practica—forensics and KLC Radio—are offered, in addition to others. Credit-no credit. May be repeated for credit. Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RHMS 260 Empirical Research Methods

Faculty: 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.

Prerequisites: RHMS 100 or consent of instructor.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

RHMS 270 Interpersonal Media

Faculty: Goldsmith.

Content: Introduction to theories of interpersonal communication processes (e.g., social support, uncertainty management, privacy management, conflict, deception). Influence of new media on these processes, impact of communication media on identities, relationships, and communities.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

RHMS 275 Interpersonal Rhetoric

Faculty: Goldsmith.

Content: Introduction to theories of communication competence; how we use messages strategically to accomplish tasks, enact identities, and construct relationships in personal life. How we use content, style, and organization of messages to adapt to particular conversation partners and communication situations.

Cross-cultural variation in interpersonal interaction.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Every fourth year, spring semester.

Semester credits: 4.

RHMS 299 Independent Study

Faculty: Rhetoric and Media Studies Faculty.

Content: Independent reading and/or research in an area other than the normal course offerings of the department. Maximum of 4 semester credits, total, in independent study and/or practicum may be counted toward the major. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RHMS 301 Rhetorical Criticism

Faculty: Chirindo, 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.

Prerequisites: RHMS 203.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

RHMS 302 Media Theory

Faculty: Christenson, Sebok.

Content: Survey of the major theoretical approaches to film, media, and popular culture from the past 150 years. Theories include critical (Marxist, feminist, critical race), formal (montage, realism, aesthetics), new media, and media effects. The course seeks a broad understanding of what media are and how they work in a democracy.

Prerequisites: RHMS 260 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

RHMS 313 Politics of Public Memory

Faculty: Reyes.

Content: Investigation of public memory as the public negotiation of the past for political purposes in the present. 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.

Prerequisites: RHMS 100 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

RHMS 320 Health Narratives

Faculty: Goldsmith.

Content: Theories of narrative as they apply to communication about health and illness; role of narratives in creating health- or illness-related identity, securing social support, creating communities. Competing narratives in interactions with health care providers. Impact of narratives in public and private medical decision-making.

Prerequisites: RHMS 100 or instructor consent.

Restrictions: Junior standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RHMS 321 Argumentation and Social Justice

Faculty: Reyes.

Content: Investigation of argumentation and social justice. Exploration and application of scholarship through the community-based Thank You for Arguing, a mentoring program run with local inner-city public schools. Theoretical and methodological frameworks for understanding the role of argumentation in fostering social justice explored through readings, classes discussion, and writing assignments.

Prerequisites: RHMS 100 or RHMS 221.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

RHMS 325 The Documentary Form

Faculty: Sebok.

Content: Critical analysis of the 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 documentaries.

Prerequisites: RHMS 200 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RHMS 332 Rhetoric of Gender in Relationships

Faculty: Goldsmith.

Content: How gendered identities and relationships are rhetorically constructed through everyday interaction. Role of rhetoric in social scientific study of gender and interaction. Survey of theories and empirical research on gender similarities and differences in communication with attention both to the explanations given as well as the rhetorical strategies scholars use to persuade.

Prerequisites: RHMS 100 or GEND 200 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

RHMS 340 Media Across Cultures

Faculty: Christenson, Sebok.

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.

Prerequisites: None.

Restrictions: Sophomore standing or consent required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RHMS 352 Gender in Public Rhetoric and Media

Faculty: Goldsmith.

Content: Rhetoric of gender equity movements and feminist theories of rhetoric. Rhetorical strategies used to redefine gender and gendered relations. How gender is represented in news and entertainment media. Activist strategies to change access to and representation in media.

Prerequisites: RHMS 100 or GEND 200.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RHMS 360 Digital Media and Society

Faculty: Sebok.

Content: Cultural, industrial, political, and economic implications of digital technology and innovation on cultural expression, media storytelling, democracy, globalization, and news gathering and dissemination. New media theory and investigation of meaning, knowledge, and power related to digital technologies. Investigation of the nature of production of consumption and active audiences.

Prerequisites: None.

Restrictions: Junior standing or consent of instructor required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

RHMS 390 Special Topics in RHMS

Faculty: RHMS Faculty.

Content: Reading and critical analysis organized around themes or problems in RHMS. Focus varies depending on areas of instructor teaching, research, and/or creative work. Assignments are organized around a substantial final project. May be taken twice with change of topic.

Prerequisites: RHMS 100.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

RHMS 406 Race, Rhetoric, and Resistance

Faculty: Chirindo.

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.

Prerequisites: RHMS 100 or consent of instructor. RHMS 301 recommended.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

RHMS 408 Argument and Persuasion in Science

Faculty: Reyes.

Content: This course is designed to explore the role of argument and persuasion in the history, evolution, and dissemination of science. Its purpose is to give students a firm understanding of various rhetorical strategies within scientific discourse and how those strategies impact public policy. The general trajectory of this course is chronological, tracing major controversies in the sciences from pre-modern times to the present. At every stage students will be asked to consider how argument, persuasion, and symbolic action influence both scientific and political practice.

Prerequisites: RHMS 100. RHMS 301 recommended.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

RHMS 425 American Cinema Studies: Advanced Analysis and Criticism

Faculty: Sebok.

Content: Application of major theories from media, film, and cultural studies (e.g., psychoanalysis, genre study, formalism, auteur study, national cinemas) to a given set of media texts. Close analysis of media texts in context, taking into consideration technological, aesthetic, and industrial shifts.

Prerequisites: RHMS 100, RHMS 200.

Corequisites: Attend required film screening sessions.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

RHMS 431 Feminist Discourse Analysis

Faculty: Goldsmith.

Content: Examination of how theories and tools of critical discourse analysis can be used to pursue feminist research questions; how gendered power is socially constructed in talk in everyday interaction (e.g., among friends and family and in institutional settings such as work, school, clinic) and media texts (e.g., news interviews or coverage, entertainment media, blogs and other social media); an interdisciplinary seminar that prepares students to produce an original scholarly research project.

Prerequisites: RHMS 100. RHMS 332 or 352 or GEND coursework strongly recommended.

Restrictions: Junior standing.

Usually offered: Annually, fall semester.

Semester credits: 4.

RHMS 444 Practicum

Faculty: Rhetoric and Media Studies Faculty.

Content: Advanced fieldwork and practical application of theoretical concepts and skills via internships with off-campus organizations. (Students participating in on-campus practica-forensics, KLC Radio, or *Pioneer Log-* should enroll in RHMS 244 instead.) Additional readings and written assignments required. Credit-no credit. May be repeated for credit. Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.

Prerequisites: RHMS 100.

Restrictions: Junior standing. Consent of instructor. .

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

RHMS 470 Popular Culture and Socialization

Faculty: 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 youth.

Prerequisites: RHMS 100 and RHMS 260 or consent of instructor.

Restrictions: Junior standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

RHMS 499 Independent Study

Faculty: Rhetoric and Media Studies Faculty.

Content: Advanced-level independent reading and/or research in an area other than the normal course offerings of the department. Maximum of 4 credits total in independent study and/or practicum may be counted toward the major. May be repeated for credit.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ROTC (Army)

Coordinator: David A. Campion

For students seeking to serve as commissioned officers in the U.S. Army, Army Reserve, or National Guard

upon graduation, Lewis & Clark maintains a partnership with the Army Reserve Officer Training Corps (ROTC) Battalion at the University of Portland. This partnership enables students to integrate their military training as cadets with a traditional liberal arts education.

Students interested in ROTC should meet with the ROTC coordinator as soon as they enroll at Lewis & Clark. The ROTC coordinator will meet with students regularly to review their academic performance and help them plan their course schedule and balance their studies with their ROTC commitments and commissioning requirements. The ROTC coordinator is Lewis & Clark's liaison to the commanding officer and professor of military science at the University of Portland Army ROTC Battalion.

Lewis & Clark students may earn up to 2 semester hours of practicum credit per semester, to a maximum of 8 credits, while they are actively enrolled as cadets in ROTC. To do so, they should enroll in ROTC 244 Practicum. Supervised by the ROTC coordinator, students in this course write about their field experiences and integrate those experiences with other parts of the Lewis & Clark education. This practicum will be graded on a credit-no credit basis and follows all of the normal Lewis & Clark rules and regulations governing internship and practicum credit.

Students may also transfer up to 4 semester hours of credit for physical education classes completed in ROTC training. A maximum of 4 semester hours of physical education credit is applicable toward graduation requirements. Students who take PE/A 101 Activities and/or PE/A 102 Varsity Athletics at Lewis & Clark, therefore, will not be able to transfer a full 4 semester hours of credit for physical education classes completed in ROTC training.

Students enrolled as cadets may satisfy the ROTC military history requirement by completing HIST 299 Independent Study. This directed study, taken for a grade, is limited to cadets and is worth 4 semester hours of credit. It may also count as an elective toward the history major or minor.

Faculty

David A. Campion. Dr. Robert B. Pamplin Jr. Associate Professor of History, chair of the Department of History, ROTC coordinator. British and South Asian history. Ph.D. 2002, M.A. 1997 University of Virginia. B.A. 1991 Georgetown University.

ROTC 244 Practicum

Faculty: Campion.

Content: Integration of ROTC field experiences with a liberal arts education. Credit-no credit. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required. Open only to ROTC cadets.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-2.

Sociology and Anthropology

Chair: Oren Kosansky

Administrative Coordinator: Terry Moore

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 dwelled 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. 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.

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.

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:

Core (5 Courses)

- One introductory course from the following:
 - SOAN 100 Introduction to Sociology
 - SOAN 110 Introduction to Cultural Anthropology
- Two methods courses from the following:
 - SOAN 200 Qualitative Research Methods
 - SOAN 201 Quantitative Research Methods
 - SOAN 202 Topics in Social and Cultural Research

One of the following courses may be substituted in place of SOAN 201:

- ECON 103 Statistics
- MATH 105 Perspectives in Statistics
- POLS 201 Research Methods in Political Science
- PSY 200 Statistics I
- RHMS 260 Empirical Research Methods
- SOAN 300 Social Theory
- SOAN 400 Senior Seminar and Thesis

Electives (5 Courses)

- Five elective courses from SOAN courses numbered 205 through SOAN 499, GEND 231 or GEND 440.
- At least two of the courses must be from advanced SOAN courses numbered 305 through 498, or GEND 440.

Students may apply a maximum of 4 semester credit hours toward the elective requirement from the following list:

- SOAN 243 Community Development Internship
- SOAN 244 Internship/Practicum
- SOAN 299 Independent Study
- SOAN 444 Internship/Practicum
- SOAN 499 Independent Study

Internship/Practicum Program

The internship/practicum program in the Department of Sociology and Anthropology 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/internship 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, prisons, hospitals, community

centers, schools, counseling centers, grassroots organizations, 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 members from the department. Students whose projects are deemed worthy by all reviewing faculty members are granted honors on graduation.

Faculty

Jane Monnig Atkinson. Vice president, provost, professor of anthropology. Ph.D. 1979, M.A. 1972 Stanford University. A.B. 1971 Bryn Mawr College.

Sepideh Azarshahri Bajracharya. Assistant professor of anthropology. Political culture of violence, communal politics, memory, narrative, urban ethnography, anthropology of space, South Asia. Ph.D. 2008 Harvard University. B.A. 1999 Wesleyan University.

Maryann Bylander. Assistant professor of sociology. Development and globalization, migration, rural livelihoods, microfinance/credit, environment, gender, qualitative and quantitative research methods. Ph.D. 2012, M.A. 2006 University of Texas at Austin. B.A. 2003 Rice University.

Robert Goldman. Professor of sociology. Social theory, cultural studies (advertising, news, television), production and consumption, class relations, modernity, postmodernity. Ph.D. 1977, M.A. 1973 Duke University. B.A. 1971 University of Texas.

Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation. Ph.D. Johns Hopkins University. M.A. University of Minnesota at Minneapolis-St. Paul. B.A. Reed College.

Jennifer Hubbert. Associate professor of anthropology, director of East Asian Studies Program. Chinese public culture, anthropology of the state, politics of popular culture and public protest. Ph.D. 1999, M.A. 1994 Cornell University. M.A. 1987, B.A. 1986 Stanford University.

Oren Kosansky. Associate professor of anthropology, chair of the Department of Sociology and Anthropology. Political economy of religious experience, postcolonial nationalism and diaspora, textual culture, Morocco. Ph.D. 2003, M.A. 1994 University of Michigan. M.A.T. 1990 Binghamton University. B.A. 1988 Brown University.

Bruce M. Podobnik. Associate professor of sociology. Environmental sociology, social movements, quantitative

methods, Latin America. Ph.D. 2000, M.A. 1994 Johns Hopkins University. B.A. 1991 University of California at Santa Cruz.

Sarah D. Warren. Assistant professor of sociology. Race and ethnicity, social movements, nations and nationalism, gender, Latin America. Ph.D. 2010 University of Wisconsin at Madison. M.A. 2004 University of Texas at Austin. B.A. 2001 University of Arizona.

SOAN 100 Introduction to Sociology

Faculty: Goldman, Podobnik, Warren, Bylander.
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.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SOAN 110 Introduction to Cultural Anthropology

Faculty: 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. In alternate years specific sections of the course may focus on East Asia. Section title and comments will indicate East Asia focus.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SOAN 200 Qualitative Research Methods

Faculty: Bajracharya, Hubbert, Kosansky.
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. Enrollment preference given to departmental majors fulfilling degree requirements.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required, unless section number is preceded by an "F." Declared SOAN major.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SOAN 201 Quantitative Research Methods

Faculty: Podobnik, Bylander.
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. Enrollment preference given to departmental majors fulfilling degree requirements.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required, unless section number is preceded by an "F." Declared SOAN major.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

SOAN 202 Topics in Social and Cultural Research

Faculty: Sociology and Anthropology Faculty.
Content: Introduction to select methods in sociological and anthropological research. Application of methods in student-directed research projects. Methodological focus varies according to instructor's areas of research and teaching. Possible topics include: participatory action research, comparative/historical methods, network analysis, spatial analysis.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing required, unless section number is preceded by an "F."
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 214 Social Change

Faculty: 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.
Prerequisites: SOAN 100 or SOAN 110 or consent of instructor.
Restrictions: Sophomore standing required, unless section number is preceded by an "F."
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 215 International Migration

Faculty: Bylander.
Content: Global immigration dynamics from a variety of perspectives. Theoretical perspectives on the causes and consequences of migratory movements. Topics include neoclassical economic models, historical-structural models, family and network models, transnationalism, migrants' rights, citizenship and migration policies, borders and their enforcement.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing required, unless section number is preceded by an "F."
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 216 Social Power and Music

Faculty: Podobnik.
Content: Examines the role of music in modern identity-formation, consumer behavior, business outcomes, and dynamics of social contestation. Special topics: include youth culture and shifting music tastes; tensions between independent and corporate music arenas; protest music and its impact in the United States and beyond. Qualitative case studies, cross-national comparative analysis, social network analysis, and quantitative approaches used.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required, unless section number is preceded by an "F."
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 221 Sociology of Work, Leisure, and Consumption

Faculty: Sociology and Anthropology Faculty.
 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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 222 City and Society

Faculty: Sociology and Anthropology Faculty.
 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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 225 Race and Ethnicity in Global Perspective

Faculty: Sociology and Anthropology Faculty.
 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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

SOAN 230 Immigrant America

Faculty: Bylander.

Content: Exploration of immigration in the United States, including the gendered nature of immigration, immigrant work life, acculturation and incorporation, ethnic niches and enclaves, and immigration policy and reform. Case studies focus on Mexican, Salvadoran, Italian, and Korean immigrant communities.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 243 Community Development Internship

Faculty: Podobnik, Sociology and Anthropology Faculty.
 Content: Portland-based supervised internship involving field research and professional development. Placement in a social service, education, or advocacy organization. Regular class meetings, readings, and assignments explore participatory-action research and other approaches to engaged pedagogy.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, summer only.

Semester credits: 4.

SOAN 244 Internship/Practicum

Faculty: Sociology and Anthropology Faculty.
 Content: Community or campus experience combined with bibliographic exploration of relevant literatures. Working one-on-one with a faculty advisor, the student selects placement from a variety of community organizations, shelters, and social agencies. Writing reflects field experiences in the context of literature reviews. May be repeated for credit.

Prerequisites: SOAN 100 or SOAN 110.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

SOAN 245 Visual Anthropology

Faculty: Sociology and Anthropology Faculty.
 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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 249 The Political Economy of Food

Faculty: 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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 251 Myth, Ritual, and Symbol

Faculty: Kosansky, Podobnik.

Content: Sociocultural 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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 254 The Social Life of Money and Exchange

Faculty: Sociology and Anthropology Faculty.

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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

SOAN 255 Medicine, Healing, and Culture

Faculty: Bajracharya.

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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 261 Gender and Sexuality in Latin America

Faculty: Warren.

Content: 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.

Prerequisites: SOAN 100 or SOAN 110, or consent.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 266 Social Change in Latin America

Faculty: Podobnik, Warren.

Content: Dynamics of social change in Latin America, with a particular focus on revolutionary transformations. Comparative analysis of social change in Cuba, Guatemala, Peru, Mexico, and other countries. An introduction to key concepts from development theory, social movements research, cultural studies, and political economy analysis.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

SOAN 270 Cultural Politics of Youth in East Asia

Faculty: Hubbert.

Content: Ethnographic analysis of youth 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 family, popular culture, education, labor, globalization, and sex and gender.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

SOAN 274 Chinese Culture Through Film

Faculty: Hubbert.

Content: Overview of social and cultural issues in contemporary China examined through feature and documentary film. Particular attention paid to the effects of the political economy on changing cultural formations of consumption, sexuality, labor, class, ethnicity, urban life, and the representation of history. Films have English subtitles and are accompanied by readings from contemporary anthropological and sociological studies of China.

Prerequisites: SOAN 100 or SOAN 110.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

SOAN 281 South Asian Cultures

Faculty: Bajracharya.

Content: The nature of social and cultural life in South Asia from an anthropological perspective. Caste, family, religion, language, region, and community in colonial and postcolonial contexts.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

SOAN 282 Pacific Rim Cities

Faculty: Hubbert.

Content: Examination of urban life in Pacific Rim cities; how transnational networks connect social, cultural, demographic, and economic flows and practices. Topics covered may include urbanization, urban planning, sustainability, entrepreneurial cities, economic trade agreements, social disparity, and urban spectacles (Olympics, expos). Case studies may include Shanghai, Sydney, San Jose (Costa Rica), Seoul, and Portland. Students will engage in a semester-long, individual research project examining the linkages between Portland and the Pacific Rim to explore the diversity of global city-formation processes and examine how social, economic, and political processes of urban living are spatially linked.

Prerequisites: SOAN 100 or 110.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 285 Culture and Power in the Middle East

Faculty: 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.

Prerequisites: SOAN 100 or SOAN 110, or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

SOAN 288 China in the News: Socio-Anthropological and Historical Perspective on Modern China

Faculty: Glosser, Hubbert.

Content: Rarely a day goes by in the realm of contemporary American news that does not find China center stage. Whether through accolades of its avant-garde architecture, Olympic gold medals, and booming economy or critiques of its environmental practices, "neocolonialist" relationship with Africa, or domestic human rights, China has garnered an important space in the American public imaginary. China is a rapidly rising world power in an international arena witnessing the increasing economic instability and declining economic hegemony of Western nations, and its engagement in the global realm matters. We are interested in looking at China in the news in two different ways. First, this course will think topically about China as news. What is happening today in China both domestically and internationally that is worthy of international coverage? What are the historical precedents for such events and processes? How does understanding both the historical record and contemporary cultural formations help us to comprehend the significance of their current manifestation? Second, this course will think theoretically about China in the news. How is China represented in American media sources? What are the contours, influences, and ramifications of these representations? How do historical precedent and contemporary culture affect these representations?

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 299 Independent Study

Faculty: Sociology and Anthropology Faculty.

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

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

SOAN 300 Social Theory

Faculty: Goldman, Kosansky.

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. Enrollment preference given to departmental majors fulfilling degree requirements.

Prerequisites: SOAN 100 or SOAN 110. One 200-level sociology/anthropology course or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

SOAN 305 Environmental Sociology

Faculty: Podobnik.

Content: 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.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually.

Semester credits: 4.

SOAN 306 Social Permaculture

Faculty: Podobnik.

Content: Course focuses on interactions between human and ecological systems at the local and bioregional levels. Particular attention is paid to dynamics of small-group interaction and communication that emerge as students design and complete specific projects. Course introduces students to key concepts from the fields of environmental sociology, social ecology, permaculture design, and bioregional studies.

Prerequisites: SOAN 100, 110, or ENVS 160; one 200-level SOAN or ENVS course.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 310 Religion, Society, and Modernity

Faculty: Kosansky.

Content: Anthropological approaches to religion in the context of modern global transformations, including secularism, capitalism, and colonialism. Advanced introduction to classic theories (Marx, Durkheim, Weber) in the sociology and anthropology of religion, along with their contemporary ethnographic applications. Critical ethnographies of the ideological, practical and embodied expressions of religion in contemporary context.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology or Religious Studies courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

SOAN 321 Theory Through Ethnography

Faculty: Hubbert.

Content: This seminar-style class will focus on reading ethnographies as a means of analyzing and assessing contemporary anthropological theory; emphasis will be on reading and critical analysis of the latest works to examine the interface among the local production of knowledge, method, and global theory. Readings based on student input and will draw from regions around the world including East Asia, the United States, South America, and Europe.

Prerequisites: SOAN 100 or 110 and two 200-level SOAN courses.

Restrictions: Junior standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 324 Anthropology of Violence

Faculty: Bajracharya.

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.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 334 Anthropology of Suffering

Faculty: Bajracharya.

Content: An anthropological perspective on the modern subject and experience of suffering. Topics include the role, experience, and representation of suffering in illness, addiction, grief, poverty, inequality, religion, globalization, and violence. The relationship that social, economic, political, and subjective perspectives on suffering have to practices and possibilities of healing, rights, pleasure, peace, resistance, and faith. The methods and ethics of studying and representing suffering in popular culture, modern social theory, and ethnography.

Prerequisites: SOAN 100 or SOAN 110; two 200-level SOAN classes.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

SOAN 342 Power and Resistance

Faculty: Hubbert, Podobnik.

Content: Theories of power and resistance, addressing relationships between culture, society, and politics. Case studies drawn from different regions of the world. Dynamics of contestation reflected in music, film, radical activism, mass social movements, and armed conflict bring a variety of theoretical approaches to life.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

SOAN 349 Indigenous Peoples: Identities and Politics

Faculty: Warren.

Content: Indigenous peoples, indigenous identity, and social movements for indigenous rights. How indigenous identity is defined, constructed, and maintained, and the rights that indigenous people have and can claim. The relationship between international organizations, including the United Nations, and indigenous movements. Central focus on North and South America with some comparative cases from Asia. Sociological theories of social movements, identity politics, and racial formation.

Prerequisites: SOAN 100 or 110. Two 200-level SOAN courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 4.

SOAN 350 Global Inequality

Faculty: 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.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 353 Popular Culture/Public Protest: China

Faculty: 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.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

SOAN 360 Colonialism and Postcolonialism

Faculty: Kosansky.

Content: Anthropological and sociological approaches to the study of colonial and postcolonial societies.

Topics include imperial ideologies, modes of colonial representation and cultural control, European society in the colonies, colonial resistance, and postcolonial nationalisms and diasporas.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

SOAN 363 Imagining the Nation: Culture and Identity in Nation-State Formation

Faculty: Warren.

Content: Examines the rise of the modern nation-state and nationalism, including imperialism, colonialism, and postcolonial experiences. Reviews how Asian models exhibit similarities and differences from Western models of nation-state formation. Investigates narratives of national identity, and compares violent and nonviolent dynamics of "assimilation" of minority groups.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.

Restrictions: Sophomore standing required.

Usually offered: Every third year, fall semester.

Semester credits: 4.

SOAN 370 American Advertising and the Science of Signs

Faculty: 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.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

SOAN 375 From Modernity to Postmodernity

Faculty: 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 Olague.

Prerequisites: SOAN 300. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

SOAN 390 Cyborg Anthropology

Faculty: 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.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

SOAN 395 Anthropology of the Body

Faculty: Heath.

Content: 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.

Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses; or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years.

Semester credits: 4.

SOAN 400 Senior Seminar and Thesis

Faculty: Sociology and Anthropology Faculty.

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.

Prerequisites: SOAN 200, SOAN 201, SOAN 300, or consent of instructor.

Restrictions: Senior standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

SOAN 444 Internship/Practicum

Faculty: Sociology and Anthropology Faculty.

Content: Same as SOAN 244 but requiring more advanced work. May be repeated for credit.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

SOAN 499 Independent Study

Faculty: Sociology and Anthropology Faculty.

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

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Theatre

Chair: Stephen Weeks**Administrative Assistant: Joyce Beeny**

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 and production—both onstage and behind the scenes—combined with an understanding of the aesthetic, social, philosophical, and historical underpinnings of our collaborative 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 fall 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.

Students also have the opportunity to participate in the regional Kennedy Center American College Theater Festival (KCACTF). This festival showcases qualifying work in playwriting, directing, acting, devising, design, technical theatre, and scholarship.

Semester-long off-campus programs emphasizing theatre, art, and music are held in New York and in London. The New York program includes internships at institutions such as the Atlantic Theater Company (<http://atlantictheater.org>), Second Stage Theatre (<http://2st.com>), and Shen Wei Dance Arts (<http://www.shenweidancearts.org>).

Lewis & Clark students are encouraged to take advantage of the many opportunities to see professional theatre and dance in Portland. Internships with Portland theatres such as Portland Center Stage, Hand2Mouth Theatre, Third Rail Repertory, and others are available.

Dance students will develop technical skills in conjunction with the study of aesthetics, history, and criticism. There is an annual student-choreographed dance performance. In addition, they will have the opportunity to participate in the annual Northwest regional American College Dance Festival (<http://acdfa.org>) 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 (p. 21) outside the department—in art, creative writing, or music—and are strongly urged to pursue further studies in other areas of the arts.

Resources for Nonmajors

The following courses are appropriate for general students:

TH 104	Stage Makeup
TH 106	Fundamentals of Movement
TH 107	Ballet I
TH 108	Contemporary Dance Forms I
TH 110A	Theatre Laboratory
TH 110B	Theatre Laboratory
TH 113	Acting I: Fundamentals
TH 201	Contact Improvisation
TH 209	Social Dance Forms: History, Practice, and Social Significance
TH 212	Stagecraft

TH 213	Acting II, Realism
TH 214	Dance in Context: History and Criticism
TH 217	Voice and Movement
TH 218	Fundamentals of Design
TH 220	Theatre Graphics
TH 234	Stage Lighting
TH 249	Oregon Shakespeare Festival
TH 252	Rehearsal and Performance: Dance Extravaganza
TH 253	Rehearsal and Performance: One-Acts
TH 275	Introduction to Playwriting
TH 281	Theatre and Society I: Classical and Medieval Drama
TH 282	Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama
TH 283	Theatre and Society III: Modern Continental Drama
TH 351	Rehearsal and Performance: Main Stage Production

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, design studio, costume-construction room, dressing rooms, rehearsal areas, and the Green Room student lounge.

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 in performance, production, or research.

Major Requirements: Concentration in Literature/Theatre History

A minimum of 46 semester credits—including 16 in dramatic literature and theatre history, 4 in performance, 4 in design, 4 additional credits in performance or design, 4 in dance, 4 in departmental electives, 4 in theatre and

performance theory, 2 in theatre laboratory, and 4 in the capstone course—distributed as follows:

- Four semester credits in premodern drama, chosen from the following:
 - TH 249 Oregon Shakespeare Festival
 - TH 281 Theatre and Society I: Classical and Medieval Drama
 - TH 282 Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama
- Four semester credits chosen from the following:
 - TH 249 Oregon Shakespeare Festival
 - TH 382 American Theatre and Drama: 19th Century to Present
- Eight semester credits chosen from the following:
 - TH 283 Theatre and Society III: Modern Continental Drama
 - TH 381 British Theatre and Drama: 19th Century to Present
 - TH 385 Special Topics Seminar: Plays and Playwrights
- Four semester credits in performance, chosen from the following:
 - TH 113 Acting I: Fundamentals
 - TH 213 Acting II, Realism
 - TH 217 Voice and Movement
 - TH 275 Introduction to Playwriting
 - TH 301 Directing
 - TH 313 Acting III, Style
 - TH 351 Rehearsal and Performance: Main Stage Production
 - TH 356 Devised Performance
- Four semester credits in design, chosen from the following:
 - TH 218 Fundamentals of Design
 - TH 220 Theatre Graphics
 - TH 234 Stage Lighting
- Four additional semester credits in performance or design, chosen from the following:
 - TH 113 Acting I: Fundamentals
 - TH 213 Acting II, Realism
 - TH 217 Voice and Movement
 - TH 218 Fundamentals of Design
 - TH 220 Theatre Graphics
 - TH 234 Stage Lighting
 - TH 275 Introduction to Playwriting
 - TH 301 Directing
 - TH 313 Acting III, Style
 - TH 351 Rehearsal and Performance: Main Stage Production
 - TH 356 Devised Performance
- Four semester credits in dance, chosen from the following:
 - TH 106 Fundamentals of Movement

TH 107	Ballet I
TH 108	Contemporary Dance Forms I
TH 201	Contact Improvisation
TH 208	Contemporary Dance Forms II
TH 209	Social Dance Forms: History, Practice, and Social Significance
TH 214	Dance in Context: History and Criticism
TH 308	Dance Composition and Improvisation

- Four additional semester credits in departmental electives
- TH 340 The History and Theory of Modern and Contemporary Performance
- TH 110A Theatre Laboratory
- TH 450 Senior Seminar

Major Requirements: Concentration in Performance

A minimum of 46 semester credits—including 16 in performance, 8 in dramatic literature and theatre history, 4 in design, 4 in dance, 4 in departmental electives, 4 in theatre and performance theory, 2 in theatre laboratory, and 4 in the capstone course—distributed as follows:

- Sixteen semester credits in performance, chosen from the following:
 - TH 113 Acting I: Fundamentals
 - TH 213 Acting II, Realism
 - TH 217 Voice and Movement
 - TH 275 Introduction to Playwriting
 - TH 301 Directing
 - TH 313 Acting III, Style
 - TH 351 Rehearsal and Performance: Main Stage Production
 - TH 356 Devised Performance
- Four semester credits in premodern drama, chosen from the following:
 - TH 249 Oregon Shakespeare Festival
 - TH 281 Theatre and Society I: Classical and Medieval Drama
 - TH 282 Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama
- Four semester credits in modern drama, chosen from the following:
 - TH 249 Oregon Shakespeare Festival
 - TH 283 Theatre and Society III: Modern Continental Drama
 - TH 381 British Theatre and Drama: 19th Century to Present
 - TH 382 American Theatre and Drama: 19th Century to Present
 - TH 385 Special Topics Seminar: Plays and Playwrights
- Four semester credits in design, chosen from the following:

- TH 218 Fundamentals of Design
- TH 220 Theatre Graphics
- TH 234 Stage Lighting
- Four semester credits in dance, chosen from the following:
 - TH 106 Fundamentals of Movement
 - TH 107 Ballet I
 - TH 108 Contemporary Dance Forms I
 - TH 201 Contact Improvisation
 - TH 208 Contemporary Dance Forms II
 - TH 209 Social Dance Forms: History, Practice, and Social Significance
 - TH 214 Dance in Context: History and Criticism
 - TH 308 Dance Composition and Improvisation
- Four additional semester credits in departmental electives
- TH 340 The History and Theory of Modern and Contemporary Performance
- TH 110A Theatre Laboratory
- TH 450 Senior Seminar

Major Requirements: Concentration in Design/Technical Theatre

A minimum of 46 credits—including 16 in design and technical theatre, 8 in dramatic literature and theatre history, 4 in performance, 4 in dance, 4 in departmental electives, 4 in theatre and performance theory, 2 in theatre laboratory, and 4 in the capstone course—distributed as follows:

- TH 220 Theatre Graphics
- Twelve semester credits chosen from the following:
 - TH 104 Stage Makeup
 - TH 110B Theatre Laboratory
 - TH 212 Stagecraft
 - TH 218 Fundamentals of Design
 - TH 234 Stage Lighting
 - TH 246 Special Topics: Design/Technical Theatre
 - TH 333 Scenography I: Pre-Modern
 - TH 334 Scenography II: Modern/Postmodern
 - TH 357 Theatre Design/Production Laboratory
- Four semester credits in premodern drama, chosen from the following:
 - TH 249 Oregon Shakespeare Festival
 - TH 281 Theatre and Society I: Classical and Medieval Drama
 - TH 282 Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama
- Four semester credits in modern drama, chosen from the following:
 - TH 249 Oregon Shakespeare Festival

- TH 283 Theatre and Society III: Modern Continental Drama
- TH 381 British Theatre and Drama: 19th Century to Present
- TH 382 American Theatre and Drama: 19th Century to Present
- TH 385 Special Topics Seminar: Plays and Playwrights
- Four semester credits in performance, chosen from the following:
 - TH 113 Acting I: Fundamentals
 - TH 213 Acting II, Realism
 - TH 217 Voice and Movement
 - TH 275 Introduction to Playwriting
- Four semester credits in dance, chosen from the following:
 - TH 106 Fundamentals of Movement
 - TH 107 Ballet I
 - TH 108 Contemporary Dance Forms I
 - TH 201 Contact Improvisation
 - TH 208 Contemporary Dance Forms II
 - TH 209 Social Dance Forms: History, Practice, and Social Significance
 - TH 214 Dance in Context: History and Criticism
 - TH 308 Dance Composition and Improvisation
- Four additional semester credits of departmental electives
- TH 340 The History and Theory of Modern and Contemporary Performance
- TH 110A Theatre Laboratory
- TH 450 Senior Seminar

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 26 semester credits, distributed as follows:

- Eight semester credits in dramatic literature and theatre history, chosen from the following:
 - TH 249 Oregon Shakespeare Festival
 - TH 281 Theatre and Society I: Classical and Medieval Drama
 - TH 282 Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama
 - TH 283 Theatre and Society III: Modern Continental Drama
 - TH 381 British Theatre and Drama: 19th Century to Present

- TH 382 American Theatre and Drama: 19th Century to Present
- TH 385 Special Topics Seminar: Plays and Playwrights

- Sixteen semester credits of electives in dramatic literature, theatre history, performance, design, technical theatre, or dance.
- TH 110A Theatre Laboratory

Minor Requirements: Concentration in Dance

A minimum of 26 semester credits, distributed as follows:

- TH 106 Fundamentals of Movement
- TH 308 Dance Composition and Improvisation
- Four semester credits chosen from the following:
 - TH 209 Social Dance Forms: History, Practice, and Social Significance
 - TH 214 Dance in Context: History and Criticism
- Eight semester credits in dance technique, chosen from the following:
 - TH 107 Ballet I
 - TH 108 Contemporary Dance Forms I
 - TH 201 Contact Improvisation
 - TH 208 Contemporary Dance Forms II
- TH 110A Theatre Laboratory
- Four semester credits chosen from the following:
 - TH 113 Acting I: Fundamentals
 - TH 234 Stage Lighting
 - TH 356 Devised Performance

Honors

To qualify for departmental honors, students must demonstrate, in their first three years, outstanding achievement in one or more of the major's three concentrations: dramatic literature and theatre history, performance, or design and technical theatre. The required GPA is 3.500 overall and in the major. Theatre Department faculty will invite qualified students to apply for departmental honors in the beginning of the spring semester of their senior year. They must then demonstrate excellence in the capstone work of the Senior Seminar, achieving a B+ or above in both the creative project (if applicable) and written thesis. Theatre Department faculty will monitor an applicant's progress toward honors.

Faculty

Robert Quillen Camp. Visiting instructor in theatre. M.F.A. 2002 Brown University. B.A. 1999 Reed College.

Susan E. Davis. Senior lecturer in theatre, program head of dance. Contemporary dance forms, fundamentals of movement, composition, history/performance critique, improvisation. M.F.A. 1991, B.A. 1981 Connecticut College.

Rebecca Lingafelter. Assistant professor of theatre. Acting, voice, movement, devising, contemporary performance, modern American drama. M.F.A. 2005 Columbia University. B.A. 2000 University of California, San Diego.

Michael Olich. Associate professor of theatre. Design. M.F.A. 1975 Carnegie Mellon University. B.A. 1973 St. Patrick's College.

Štěpán Šimek. Professor of theatre. Acting, directing, classical theatre and drama, European drama, contemporary East European theatre, translation. M.F.A. 1995 University of Washington. B.A. 1991 San Francisco State University.

Stephen Weeks. Associate professor of theatre, chair of the Department of Theatre. Playwriting, modern drama, directing, acting, British drama, dramaturgy. Ph.D. 1988 Stanford University. M.A.T. 1972 Brown University. A.B. 1971 Middlebury College.

TH 104 Stage Makeup

Faculty: Edmonds.

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.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 2.

TH 106 Fundamentals of Movement

Faculty: Davis.

Content: Use of guided movement explorations, partner work, readings, and discussion to explore structural and functional aspects of the body and anatomy with the goal of increasing efficiency of movement and physical coordination. Use of imagery supports dynamic alignment, breath, mobility/stability, relaxation, and partner work including massage, with a main focus on the skeletal system and elements of muscle and organ systems, as well as the relationship between the body and psychological/emotional patterns. Extensive journal writing.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

TH 107 Ballet I

Faculty: Hansen.

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. Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 108 Contemporary Dance Forms I

Faculty: 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.

Prerequisites: None.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 110A Theatre Laboratory

Faculty: Robins.

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. May be repeated (as TH 110B) for up to two additional 1-credit semesters with lab-only requirements, not to exceed 4 total course credits per student.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 2.

TH 110B Theatre Laboratory

Faculty: Robins.

Content: More 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. Taught each semester. 1 semester credit with lab only requirement. May be repeated once for credit.

Prerequisites: TH-110A.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

TH 113 Acting I: Fundamentals

Faculty: Lingafelter, Šimek, 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.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

TH 201 Contact Improvisation

Faculty: Nordstrom.

Content: Physical investigation into gravity, momentum, and weight sharing between two or more bodies. Specific skills such as falling, perching, and rolling point of contact; readings and video assignments help to place CI in a historical, social, and artistic context.

Prerequisites: TH 106.

Usually offered: Annually, fall semester.

Semester credits: 4.

TH 208 Contemporary Dance Forms II

Faculty: 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. May be taken twice for credit.

Prerequisites: TH 108 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 209 Social Dance Forms: History, Practice, and Social Significance

Faculty: Davis.

Content: Introduction to social dance forms, including ballroom and Latin styles: waltz, foxtrot, swing, cha-cha, tango, salsa, rumba, merengue, bachata. Students will learn the basic techniques of leading and following, footwork, body placement, stylization, etiquette, and musicality. Reading, lectures, and film will provide historical and social context for each dance.

Prerequisites: None. TH 106 recommended.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 212 Stagecraft

Faculty: 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.

Prerequisites: TH 110 or consent of instructor.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 213 Acting II, Realism

Faculty: Lingafelter, Šimek.

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.

Prerequisites: TH 113.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

TH 214 Dance in Context: History and Criticism

Faculty: 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. Fee (performance tickets)

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 217 Voice and Movement

Faculty: Lingafelter.

Content: This class will introduce students to a range of vocal and physical techniques for creative expression in performance. Through a series of exercises, trainings, and performances, students will have the opportunity to reduce habitual tensions, connect their movement and voice to imagery and text, and increase the strength, flexibility, and dynamic of their voices and bodies in performance. The class will cover techniques drawn from a wide variety of voice and movement philosophies including Linklater, Suzuki, Grotowski, Alexander, yoga, and others.

Prerequisites: TH-113.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 218 Fundamentals of Design

Faculty: Olich.

Content: Introduction to the expressive principles, components, and processes of design. Projects and exercises explore conceptualization of story-based ideas as well as introduce the challenges and rigors of collaboration. Basic visual communication and expressive forms for theatre practitioners, but the skills involved are widely applicable to all design disciplines. Foundation course for advanced work in the theory and aesthetics of theatrical design. Fee.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 4.

TH 220 Theatre Graphics

Faculty: Olich.

Content: Basic 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. 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. Fee.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, spring semester.

Semester credits: 4.

TH 234 Stage Lighting

Faculty: Robins.

Content: Understanding the physical properties of light, the technologies used to light the stage, and the principles 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 244 Practicum/Internship

Faculty: Theatre Faculty.

Content: Field experience extending classroom learning into non-curricular production opportunities, apprenticeships, or internships. Additional readings and/or writing may be required. Off-campus work will require cooperation with an on-site supervisor. Credit-no credit. May be repeated for credit, but will be counted toward the major or minor by department approval only.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

TH 246 Special Topics: Design/Technical Theatre

Faculty: Theatre Faculty.

Content: Special topics in design and technical theatre. Course content and prerequisites vary by topic. May be taken twice for credit.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall and spring semester.

Semester credits: 2.

TH 249 Oregon Shakespeare Festival

Faculty: Weeks.

Content: Focuses on a week of theatre-going (approximately nine plays) at the Oregon Shakespeare Festival in Ashland, Oregon. Three weeks of contextual study of the plays and their authors, including the study of appropriate cognate plays and authors; individualized research and project work; one week of play-going in Ashland; two weeks of post-performance writing and discussion. The week in Ashland features one-hour supplementary classes at Southern Oregon University, talks with actors and directors at OSF. Fee for a portion of the trip expenses.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, summer only.

Semester credits: 4.

TH 250 Theatre in New York

Faculty: Theatre Faculty.

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. Offered on the off-campus program in New York.

Prerequisites: None.

Restrictions: Sophomore standing and acceptance into the New York City off-campus program required.

Usually offered: Annually, fall semester.

Semester credits: 4.

TH 251 Theatre in London

Faculty: Theatre Faculty.

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. Offered on the London program.

Prerequisites: None.

Restrictions: Sophomore standing and acceptance into London overseas program required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 252 Rehearsal and Performance: Dance Extravaganza

Faculty: Davis.

Content: Faculty-supervised rehearsal and performance of original dance pieces developed by student choreographers. Works in progress critiqued by faculty at regular intervals throughout the semester. Approximately 10 weeks of rehearsals held two to three times a week, one to two progress showings for the supervising faculty, and four public performances. Credit-no credit. May be repeated four times for credit.

Prerequisites: Audition.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall semester.

Semester credits: 1-2.

TH 253 Rehearsal and Performance: One-Acts

Faculty: Theatre Faculty.

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. Credit-no credit.

Prerequisites: Audition.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Annually, fall and spring semester.

Semester credits: 1-3.

TH 275 Introduction to Playwriting

Faculty: 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.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 281 Theatre and Society I: Classical and Medieval Drama

Faculty: Lingafelter, Šimek.

Content: Significant works of world drama in their social and historical contexts. Ancient Greek and Roman drama, medieval drama, and traditional drama in China, India, and Japan. Emphasis on the Western tradition. The relationship between stage practice and text and the place of theatre in society. Dramatic construction, major performance styles, physical theatres, and evolving interpretations of the genre. Critical papers and seminar discussions, scene readings, and staged creative projects.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 282 Theatre and Society II: Renaissance, Neoclassical, and Romantic Drama

Faculty: Šimek, Weeks.

Content: Same as TH 281, but with a focus on English and Italian Renaissance, French and German neoclassicism and romanticism, English Restoration, melodrama.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 283 Theatre and Society III: Modern Continental Drama

Faculty: Šimek.

Content: Same as TH 281, but with a focus on modern continental theatre from Buchner to contemporary European playwrights. Realism, expressionism, surrealism, dada, theatre of the absurd, and continental postmodernism. Special attention to the theatre and social contexts of eastern and central Europe and Germany.

Prerequisites: None.

Restrictions: Sophomore standing required, unless section number is preceded by an "F."

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 299 Independent Study

Faculty: Theatre Faculty.

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. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

TH 301 Directing

Faculty: Lingafelter, Šimek, 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: TH 213.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

TH 308 Dance Composition and Improvisation

Faculty: 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. Reading, writing, and theory; attend performances.

Prerequisites: TH 108. One other dance course or consent of instructor.

Corequisites: TH 308L.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

TH 313 Acting III, Style

Faculty: Lingafelter.

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 and commedia dell'arte. Some modern and contemporary nonrealistic styles.

Prerequisites: TH 113.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 333 Scenography I: Pre-Modern

Faculty: Olich.

Content: The aesthetics, processes, and challenges of creating performance environments for stages and performers. The scenographer imagines and constructs visual worlds for theatrical storytelling with an emphasis on scene and costume design, but considering all visual elements of the stage, including architecture, lighting, props. Historical exploration of production aesthetics from classical Greek through the 18th century Restoration genres, research into historical performance environments and the texts they supported, project work in creating new performance environments for historical texts.

Prerequisites: TH 218 or TH 220.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 334 Scenography II: Modern/Postmodern

Faculty: Olich.

Content: The aesthetics, processes, and challenges of creating performance environments. Exploration of production aesthetics in the 19th, 20th, and 21st 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: TH 218 or TH 220.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 340 The History and Theory of Modern and Contemporary Performance

Faculty: 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 performance practices.

Prerequisites: One 4-credit course in dramatic literature/theatre history and one 4-credit course in performance.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 351 Rehearsal and Performance: Main Stage Production

Faculty: Theatre Faculty.

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. Credits dependent on size of role and length of rehearsal period. Lewis Clark supports a policy of color-blind casting. May be repeated for maximum of 24 credits with a maximum of 4 credits per semester.

Prerequisites: Audition.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

TH 356 Devised Performance

Faculty: Lingafelter, Weeks.

Content: The creation of performance pieces without scripts. Explorations of modes of contemporary performance through collaborative and collective creation, the adaptation of nondramatic texts for performance, and multidisciplinary work. Students write, adapt, and devise original performances throughout the semester. Music and studio art students welcome.

Prerequisites: Two 4-credit courses in theatre, one of which must be in performance, and consent of instructor; or two 4-credit courses in studio art, music performance, or creative writing and consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 357 Theatre Design/Production Laboratory

Faculty: Hull, Olich, Robins.

Content: Guided instruction through assigned participation in processes that prepare theatre lighting, sound, scenery, props, and costume construction, among others, in support of departmental presentations in both the Main Stage and Black Box theater venues. Participants may work as student designers, design assistants, master electricians, assistant technical directors, or other production-related positions and make arrangements with department instructors according to their focus. Variable credits based on the production position and time commitment. Consent of instructor required.

Prerequisites: TH 110A.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 2-4.

TH 381 British Theatre and Drama: 19th Century to Present

Faculty: Weeks.

Content: 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: TH 281, TH 282, or TH 283, or a literature course offered by the Department of English or Foreign Languages and Literatures.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

TH 382 American Theatre and Drama: 19th Century to Present

Faculty: Weeks.

Content: Readings in modern and contemporary American theatre. Topics include the origins of realism, American expressionism, noncommercial art theatre, African-American playwriting, women in theatre, canonical family plays, the Federal Theatre Project, the musical, Broadway comedy, filmed adaptation of stage drama, the advent of experimental and postmodern theatre, and the evolution of theatrical forms and themes in relation to historical and social change.

Prerequisites: TH 281, TH 282, or TH 283, or a literature course offered by the Department of English or Foreign Languages and Literatures.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 385 Special Topics Seminar: Plays and Playwrights

Faculty: Šimek, 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. May be taken twice for credit.

Prerequisites: Any two 4-semester credit courses in theatre.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

TH 444 Practicum/Internship

Faculty: Theatre Faculty.

Content: Advanced fieldwork with practical application of classroom theory and training. Additional readings and/or writing required. Credit-no-credit. May be repeated for credit, but will be counted toward the major or minor by department approval only.

Prerequisites: None.

Restrictions: Junior standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

TH 450 Senior Seminar

Faculty: Lingafelter, Šimek, Weeks.

Content: Capstone course in the major focused on the presentation of a creative project or presentation combined with a written thesis. Creative work in acting, directing, playwriting, and design is showcased in the spring Theatre Thesis Festival. The capstone experience should represent the culmination of a student's work within his or her major concentration as well as an opportunity to move that work forward. All students must receive faculty approval for capstone projects, normally in the fall semester prior to the Senior Seminar in the spring.

Prerequisites: None.

Restrictions: Theatre majors with senior standing. Theatre minors or student-designed majors with consent of instructor.

Usually offered: Annually, spring semester.

Semester credits: 4.

TH 499 Independent Study

Faculty: Theatre Faculty.

Content: Same as TH 299 but requiring more advanced work. May be repeated for credit.

Prerequisites: None.

Restrictions: Sophomore standing and consent required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

Admission

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 Practice.

Application Options

Students apply online via the Common Application (commonapp.org).

Fall Semester Admission Calendar

First-Year Applicants

August 1	Application materials available.
November 1	Early Decision (binding) application deadline.
November 1	Early Action (nonbinding) application deadline.
December 15	Early Decision notification.
January 1	Early Action notification.
January 15	Early Decision tuition deposit* deadline (\$500).
January 15	Regular Decision application deadline.
April 1	Regular Decision notification.
May 1	Early Action and Regular Decision tuition deposit* deadline (\$500).

Transfer Applicants

August 1	Application materials available.
January 1	Admission decision and merit-based scholarship notification begins on a rolling basis, within three weeks of file completion.
June 1	Tuition deposit* deadline (\$500)

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. The Common Application is available beginning August 1. Notification is made after September 1 on a rolling basis.

Advanced Standing

See Advanced Standing (p. 27).

Further Information

Visit lclark.edu or contact us at

Office of Admissions (<http://college.lclark.edu/offices/admissions>)

Lewis & Clark
College of Arts and Sciences
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899

Phone: 800-444-4111 or 503-768-7040

Fax: 503-768-7055

admissions@lclark.edu

Potential transfer students can contact a transfer counselor directly at transfer@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.

**See also Costs, Advance Deposits (p. 232).*

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 Test-Optional Portfolio Path to Admission and to contact the admissions office to discuss the best ways to present their academic preparation to the committee.

Scholastic Assessment Test or American College Test Scores

With the exception of international students, students applying through Lewis & Clark's Test-Optional 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.

Test-Optional Portfolio Path to Admission

Lewis & Clark has offered the Test-Optional Portfolio Path to Admission since 1991. Students who choose the Portfolio Path option still submit the Common Application and other required documents. In addition, applicants must also submit an academic portfolio and a total of two academic teacher recommendations: One from an English, social studies, or foreign languages/literature teacher and one from a math or science teacher. Test-Optional Portfolio Path applicants may choose whether or not to submit standardized test scores.

A portfolio must contain one sample of graded writing (such as an essay exam, research paper, or other analytical or expository piece; creative writing does not meet this requirement) and one sample of graded quantitative/scientific work (such as a math/science exam or a science lab report). In addition to these two pieces, Test-Optional Portfolio Path students may also submit one sample of their choice, such as visual or performance artwork, creative writing, or additional academic work. Applicants should submit an academic portfolio that demonstrates to the Admissions Committee depth and breadth of curriculum, as well as the student's intellectual curiosity and preparation for college work.

Transfer Admission

Transfer students—up to 75 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 admission is selective, and applicants are expected to present an academic history that demonstrates success in coursework similar to that offered within Lewis & Clark's own traditional liberal arts and sciences curriculum. Lewis & Clark encourages transfer applicants to visit the campus and schedule an interview with a transfer counselor.

Transfer Application

A complete transfer application must contain the following:

- Online Common Application (no fee) with personal essay.
- 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.
- Official transcript from each college or university attended, including transcripts for any college coursework completed prior to high school graduation.
- List of current courses and any additional coursework that will be completed prior to enrollment at Lewis & Clark.

- SAT or ACT scores. Unless they will be applying via our test-optional Portfolio Path or 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.
- Recommendation from a college instructor.
- Additional materials may be required by the Admissions Committee upon initial review of the application.

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 associate or transfer degrees. Transfer credit is not granted for coursework with a grade below C (2.000), College-Level Examination Program (CLEP), life experience, or credit by examination. 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. Upon admission, transfer students receive an unofficial evaluation of transfer credit from the Office of Admissions. After Lewis & Clark receives a tuition deposit and before the transfer student enrolls, the Office of the Registrar (<http://college.lclark.edu/offices/registrar>) evaluates transcripts of all previous college work to officially determine credit that is transferable toward Lewis & Clark's General Education requirements (p. 16). To determine whether courses completed elsewhere meet requirements for an academic major, students should consult the department chair or program director for that major.

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:

Office of International Students and Scholars (<http://lclark.edu/offices/international>)

Lewis & Clark
College of Arts and Sciences
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899
Phone: 503-768-7305
Fax: 503-768-7301
iso@lclark.edu

Visiting Student Program

Students in good standing at other accredited U.S. colleges or universities may apply to enroll at Lewis & Clark for a semester or year as visiting students. Visiting students are enrolled at the college full-time on a non-degree-seeking basis.

Course registration for visiting students is on a space-available basis. No Lewis & Clark financial aid is available.

For further information, contact the Office of Admissions (<http://college.lclark.edu/offices/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.

For further information, contact the Office of Admissions (<http://college.lclark.edu/offices/admissions>) at admissions@lclark.edu.

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 basis. Full-time status is considered to be enrollment in 12 or more credits per term. No more than 11 credits per term and no more than 22 semester credits overall will be accepted as transfer credit. Those interested in deferred enrollment may contact the Office of Admissions (<http://college.lclark.edu/offices/admissions>) for more information.

Campus Housing Requirement

Because of the residential nature of Lewis & Clark, all new students are required to live on campus for four semesters, usually in the first two years. 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 61 semester credits of transferable college work are also exempt from the campus housing requirement.

Services and Resources

Academic Services and Resources (p. 224)

Student Services, Resources, and Programs (p. 225)

Academic Services and Resources

Lewis & Clark is committed to the academic success of every student. One of the many benefits of our personal approach to education is that we provide numerous resources to support students both in and outside the classroom.

Academic Advising

The purpose of Academic Advising is to provide students with the information, guidance, and support they need to capitalize on Lewis & Clark College's opportunities and services, succeed in their coursework, integrate curricular and cocurricular activities, graduate in a timely manner, and begin purposeful lives after graduation. Although students are ultimately responsible for their education and the completion of an academic program, advisors are a valuable resource for thriving in college.

Each Lewis & Clark student has access to two types of advisors: college advisors and faculty advisors. College advisors, located in Albany Hall's Advising Center, help students build and adapt academic plans, as well as understand and navigate college academic policies and resources. Students can consult college advisors throughout their time at Lewis & Clark in order to improve their study skills, time management, or other areas related to their academic success. Beginning in fall 2015, new students at Lewis & Clark will be assigned a college advisor who can help with the transition to college and offer support for the successful pursuit of a liberal arts education.

Additionally, students work closely with faculty advisors throughout their courses of study. There are three types of faculty advisors: premajor, major, and minor. First-year students are assigned premajor faculty advisors on the basis of their stated academic interests and goals. These advisors help students plan a four-year program that will enable them to fulfill their degree requirements and obtain the necessary experience to prepare them for their future careers. This may include taking advantage of overseas and off-campus study, internships, and other co-curricular opportunities (<http://docs.lclark.edu/undergraduate/cocurricularopp>). When students declare their academic major (<http://docs.lclark.edu/undergraduate/policiesprocedures/majorsminors/#majorstext>) (required for all students either before or upon completion of 45 credits), they choose a major advisor from their discipline to help them plan their course of study for the major and for completion of other graduation requirements. Major advisors also relay information about departmental events, graduation deadlines, and other postgraduation opportunities. Minors are optional and not all departments offer one. If a student declares a minor, he or she must select an

advisor within that discipline or program to help plan the completion of the minor's requirements.

Transfer students are assigned faculty 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 (<http://college.lclark.edu/offices/registrar>) to determine which courses are transferable and whether they meet General Education requirements (<http://docs.lclark.edu/undergraduate/graduationrequirements/generaleducation>). Students who wish to use transfer credits to fulfill major or minor requirements must also obtain the approval of the department chair in that major or minor. 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 meet with their faculty advisors before registering for the following semester. They are encouraged to meet with faculty and college advisors at other times as well to discuss academic goals, questions, challenges, concerns, or victories.

Students are free to change college and faculty advisors at any time. This should be a thoughtful decision made with the consent of the new advisor. For more information, visit go.lclark.edu/college/advising.

Library

The Aubrey R. Watzek Library (<http://library.lclark.edu>) is located at the heart of the undergraduate campus (http://lclark.edu/visit/directions/maps/campus_overview) and offers attractive spaces for quiet study, group work, and access to technology. During the school year, the library is open 24 hours a day. The library houses a collection of over 320,000 print volumes and provides access to thousands of electronic books and journals as well as other digital resources. The library shares an online catalog with the Paul L. Boley Law Library (<http://lawlib.lclark.edu>).

Watzek Library offers specialized research consultations, a course-integrated program of information-literacy instruction, and a librarian liaison for each academic department and program of study. Special Collections and Archives (<http://library.lclark.edu/specialcollections>), the Visual Resources Center (<http://library.lclark.edu/vrc>), and Digital Initiatives (<http://library.lclark.edu/lib/digitalinitiatives.html>) are also part of the library and provide specialized research resources and opportunities for deep engagement with primary sources through student research, practicums, and student employment opportunities.

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 director of Student Support Services is responsible for ensuring that arrangements are made for students with disabilities 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.

Symbolic and Quantitative Resource Center (SQRC)

As part of Lewis & Clark's commitment to strengthening and advancing the quantitative skills of our student body, the Symbolic and Quantitative Resource Center (http://college.lclark.edu/departments/mathematical_sciences/math_skills_center) offers free, informal drop-in tutoring and academic support for all courses with a quantitative component. Our staff of peer tutors comprises talented mathematics, computer science, physics, chemistry, and economics majors, referred by their professors for having demonstrated a deep level of knowledge as well as a personable demeanor and ability to clearly explain concepts in multiple ways.

The SQRC is generally open Sunday through Friday, with both daytime and evening hours. Students of all levels and abilities are welcome to drop in any time the center is open to use a textbook, borrow a graphing calculator, work on homework, study for an exam, get assistance with data-analysis software, or review certain skills and concepts that arise in their courses. In addition to friendly peer tutors, the SQRC has a textbook library, a small computer lab, and many additional learning resources for students.

Courses associated with symbolic and quantitative reasoning may be found throughout the curriculum. In addition, QR 101 Foundations of Quantitative Reasoning is offered to assist students in preparing for coursework required in many classes that satisfy the scientific and quantitative reasoning general education requirement.

Veterans Services

The Office of the Registrar at the College of Arts and Sciences assists all students of the Lewis & Clark Graduate School of Education and Counseling, Lewis & Clark Law School, and College of Arts and Sciences with the application and verification process for VA education benefits.

Any veteran receiving VA education benefits while attending Lewis & Clark is required to obtain transcripts from all previously attended schools and submit them to the appropriate VA school certifying official listed below for review of prior credit. Do not hesitate to contact any of the VA school certifying officials if you have questions or need assistance.

All of us at Lewis & Clark wish to thank all of our service members, veterans, and their families for their service to our country.

Undergraduate and Graduate Students

Tiffany Henning (primary official)
Office of the Registrar, College of Arts and Sciences
Templeton Campus Center
0615 S.W. Palatine Hill Road, MSC 108

Portland, Oregon 97219
503-768-7325 phone
503-768-7333 fax
thenning@lclark.edu

Law Students

Caitlin Hansen (primary official)
Office of the Registrar, College of Arts and Sciences
Templeton Campus Center
0615 S.W. Palatine Hill Road, MSC 108
Portland, Oregon 97219
503-768-7332 phone
503-768-7333 fax
chansen@lclark.edu

Seneca Gray (backup official)
Office of the Registrar, Lewis & Clark Law School
Lewis & Clark Law School
10015 S.W. Terwilliger Boulevard, MSC 51
Portland, Oregon 97219
503-768-6614 phone
503-768-6850 fax
seneca@lclark.edu

Writing Center

As part of Lewis & Clark's commitment to excellence in writing, the Writing Center offers one-on-one conferences to help students identify the strengths and weaknesses in their writing and develop strategies to improve. The director and a staff of peer tutors are available to work with students of all ability levels, and can help with such common issues as:

- conceiving ideas for a paper
- writing a strong thesis statement
- developing a clear and logical structure
- finding support for an argument
- cultivating creativity and finding a "voice" as an author
- honing the writing process to make it more productive
- enhancing proofreading skills and basic mechanics
- using proper citation

The Writing Center also sponsors writing workshops and other events designed to encourage reflection about the state of contemporary writing and the broader cultural values that it reflects and reinforces.

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 curricular, cocurricular, and extracurricular activities. These services are highlighted here. More detailed information on each is available at go.lclark.edu/college/handbook.

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 nine uniformed Campus Safety officers, five dispatchers, a Campus Safety supervisor, and the director of the Office of Campus Safety.

Dean of Students

The dean of students provides leadership and administrative management for the Division of Student Life, which includes Alumni and Parent Programs, Bon Appétit Food Service, Campus Living, the Career Center, College Outdoors, Counseling Service, Health Promotion and Wellness, Housing, Inclusion and Multicultural Engagement, International Students and Scholars, New Student and Parent Orientation, Physical Education and Athletics, Student Activities, Student Health Service, Student Leadership and Service, Student Support Services, and Student Rights and Responsibilities. The division's purpose is to collaborate with students, parents, alumni, and others in our community in the pursuit of citizenship through intellectual and personal growth. The Office of the Dean of Students is located on the first floor of East Hall, across from Maggie's Café.

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 a parent or parents in the Portland area, are married, are 21 years of age or older, or are entering transfer students with 60 semester hours of transferable college credit. The Office of Campus Living collaborates with students to create a supportive, interdependent, and educationally purposeful residential community for Lewis & Clark.

Each residence hall cluster is managed by a full-time professional area director (AD) who coordinates all aspects of the community, including training and supervising undergraduate resident advisors (RAs), coordinating programming efforts, participating in the student conduct process, and providing counsel, mediation, and crisis management as necessary. The RAs assist in hall management and help students 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 and Parents' Preview.

Student Activities

Academics and involvement go hand in hand at Lewis & Clark as part of a balanced, engaging, and rewarding college experience. Through its programs and support of student organizations, Student Activities hosts a variety of programs that support the College and Division of Student Life missions and bring the Lewis & Clark community together.

Student Activities advises and supports more than 100 student organizations, including the Campus Activities Board and student media. Lewis & Clark's student organizations support the common interests and activities of their members and provide symposia, seminars, speakers, leadership training, competition opportunities, and programs for the campus community. As initiators, officers, chairs, and committee members, students develop and exercise interpersonal and organizational skills while creating their own opportunities for recreation and entertainment. The Office of Student Activities provides staff and resources to support student involvement and help tie the curricular experience to extracurricular and cocurricular activities. Student Activities also coordinates major campus-wide events like Welcome Week, Pio Fair, Homecoming Week, Fall Ball, and other special events for the Lewis & Clark community.

Department of Inclusion and Multicultural Engagement (IME)

The Department of Inclusion and Multicultural Engagement (IME) is responsible for leading Lewis & Clark's efforts to create and sustain a diverse, inclusive, and multicultural campus community. We engage students, faculty, staff, and community partners to promote an inclusive campus climate; provide academic, social, and programmatic support to students from underrepresented communities; and help students develop a greater understanding of their global citizenship through the intercultural exchange of ideas and traditions.

Student Leadership and Service (SLS)

Student Leadership and Service (SLS) engages students, community partners, and others in meaningful service-learning and leadership education programs. The office coordinates alternative break trips, large-scale service days, and ongoing volunteer projects. SLS also facilitates leadership skills workshops and donation drives. Students can engage in SLS programs as participants, trip leaders, planning committee members, and/or staff.

International Students and Scholars

The Office of International Students and Scholars (ISS) provides academic and personal counseling, assistance with housing and on-campus employment, processing of immigration and financial aid documents, and opportunities for community involvement to international students, visiting international scholars, and American

Third Culture Kids. The office coordinates the admission of international students and provides initial and continuing orientation for these students. Professional staff members also serve as advisors to the International Students at Lewis & Clark (ISLC) and the Third Culture Kids (TCK) Club.

Student Health Insurance

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 automatically enrolled in the school's Student Health Insurance Plan each year, unless they submit a waiver attesting to the fact that they have comparable coverage. Students are given one opportunity each academic year to waive the school's coverage. For further information, please refer to the Costs (p. 230) section of this catalog.

Student Health Service

Student Health Service provides medical services to all students attending undergraduate, graduate, and law schools. Services include diagnosis and treatment for medical conditions, routine physicals, women's health care, dietitian services, prescriptions, laboratory services, immunizations, travel prescriptions and immunizations, allergy injections, and referrals to medical specialists in the Portland area. Medical consultations and examinations are free. Charges apply for immunizations, medications, laboratory tests, procedures, equipment rental, and missed appointments. Medical records are strictly confidential and are not released without the student's written consent.

Counseling

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 psychological trainees. A limited number of psychiatry appointments are available each week. These appointments are generally reserved for students who are being seen by counseling staff. Charges apply for psychiatry appointments.

The primary purpose of the Counseling Service is to provide problem-resolution services and short-term focused therapy. Crisis counseling is also available. Students who need long-term counseling or psychiatry treatment, and/or specialty treatment, such as for an eating disorder, should make arrangements to see a mental health professional in the local area. Counseling staff can help students with the referral process. A referral list is available at the Counseling Service office. Information shared at the Counseling Service is held in strict confidence.

Religious and Spiritual Life

The dean of religious and spiritual life directs and supports programs for students focusing on religious and spiritual life issues. Students help plan and lead many of these activities, including regular worship services, special forums and lectures, small-group studies, meditation,

regular visits to various faith communities in Portland, spiritual renewal retreats, social justice engagement and reflection, and volunteer community service projects. The dean of religious and spiritual life coordinates the Spiritual Initiatives Project and oversees the other spiritual-life professionals who serve the campus. The dean also is available for religious, crisis, and grief support and counseling.

Programs offered through the Office of Religious and Spiritual Life (http://lclark.edu/offices/spiritual_life) 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, the Office of Religious and Spiritual Life seeks to assist and enhance all spiritual life groups and programs that take place on campus. An Interfaith Council (http://lclark.edu/offices/spiritual_life/interfaith_council) encourages dialogue and cooperation among organized faith groups (http://lclark.edu/offices/spiritual_life/religious_groups), and the Religious and Spiritual Life Advisory Council provides religious and spiritual life programming and policy recommendations.

Alumni Association

College of Arts and Sciences students become members of the Alumni Association upon graduation and gain access to a variety of alumni services and benefits. Membership is automatic and there is no fee to join. Coordinated by the Office of Alumni and Parent Programs and governed by the national Board of Alumni, the association promotes regional and chapter events around the globe with the purpose of fostering connections among alumni, students, parents, and other members of the Lewis & Clark community, as well as provides opportunities for continuing education, career networking, and lifelong learning. An annual calendar of events includes worldwide Black and Orange Parties and Homecoming and Family Weekend in the fall, a winter alumni awards banquet, Alumni Weekend in the summer, and dozens of events around the United States and overseas. The Alumni Gatehouse is the home of the Alumni Association, and includes a lounge available to small groups of students and alumni for meetings and social activities. The Gatehouse is also the home of the Student Alumni Association, a leadership group dedicated to promoting meaningful connections between students and alumni.

Members of the Board of Alumni serve as the representatives of the worldwide alumni community. Board members facilitate the relationship between Lewis & Clark and its alumni with the goal of maintaining and deepening lifelong connections between the institution and the alumni, as well as across generations, in geographic areas, and within affinity groups. Board members serve in various capacities, including event planning, fundraising, and other special projects. Members are nominated at large by the Lewis & Clark community, elected by the sitting board, and may serve up to two three-year terms.

Cocurricular Opportunities

Cocurricular and extracurricular 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 Center

The Career Center (https://college.lclark.edu/student_life/career_development) assists students in creating goals for the future and preparing for lives that are professionally enriching and personally fulfilling.

The office provides career counseling, internships, and events; links students to a broad network of alumni, employers, and graduate schools; and assists with résumé writing and interview preparation.

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.

Recreational Sports and Intramurals

Lewis & Clark's full complement of athletics facilities are open for recreational use by students, faculty, staff, and alumni. Schedules are available at lcpioneers.com. Facilities include indoor and outdoor tennis courts, a gymnasium, indoor and outdoor swimming pools, a state-of-the-art track, a well-equipped fitness center, 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 women's lacrosse, men's and women's rugby, coed sailing, men's soccer, coed Ultimate Frisbee, and a variety of martial arts. Once they are registered and recognized by Student Activities, club sports are eligible to apply for funding through the Associated Students of Lewis & Clark. The clubs are student-directed and vary

from year to year based on student interest. The level of competition varies from sport to sport.

Varsity Athletics

Approximately 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, are eligible.

Student Government: The Associated Students of Lewis & Clark

The Associated Students of Lewis & Clark (ASLC) is the official body charged with speaking on behalf of students and facilitating productive communication between the undergraduate student body, the faculty, the administration and the Lewis & Clark community at large. The ASLC, through its various branches and committees, assists students and student organizations by providing financial resources and institutional support, as well as sponsoring an open forum for students to actively address their concerns and voice support for campus initiatives. The ASLC comprises five branches: the Senate, our legislative body; the Cabinet, our executive branch; the Judiciary; the Auditor, our information-gathering and record-keeping body; and the Elections Committee.

The ASLC Senate consists of six student senators from each class, as well as representatives from the multicultural community, the queer community, the international student community, the student-athlete community and the Feminist Student Union. Liaisons from other student groups and communities are also present, and all students are encouraged to attend open meetings.

The ASLC Cabinet comprises the president, vice president, treasurer, student academic affairs board chair, student organizations coordinator, and community service & relations coordinator. The chief justice, auditor, chief of staff, director of elections, and ASLC Cabinet advisor serve as ex officio members of the Cabinet.

The Student Organizations Committee funds and supports the work of more than 100 student organizations in cooperation with the Office of Student Activities. These student organizations include academic organizations and symposia, club sports, international and multicultural organizations, religious and spiritual organizations, special-interest organizations, and social justice and service organizations.

The Student Academic Affairs Board employs hundreds of student tutors whose services are provided to other

students at no cost. It also funds student research projects and helps bring scholarly presentations to campus.

The Community Service & Relations Committee manages public outreach for the ASLC, supports Lewis & Clark service initiatives, and organizes a variety of community-building programs.

All students are encouraged to engage in the work of the ASLC by voting in elections, running for office, assisting with a campaign, joining a committee, participating in the Auditory's surveys, or attending the weekly Senate meetings.

Student Media

The following groups are open to all students. Students who fulfill the necessary prerequisites may be able to earn academic credit while participating in certain media activities. Consult with the appropriate academic department or program for more information.

- *Lewis & Clark Literary Review* is a student-published annual collection of creative compositions.
- *The Meridian Journal of International and Cross-Cultural Perspectives* is an annual publication dedicated to providing a forum for student views on international and cross-cultural issues.
- *Polyglot Journal of Foreign Languages and Cultural Expression* is an annual journal featuring pieces in the various languages of its writers.
- (*Pause.*) *Journal of Dramatic Literature* is an annual dramatic arts journal that promotes the art of playwriting.
- *Synergia Creative Journal of Gender and Sexuality* is an annual journal focused on gender issues and expression.
- *The Pioneer Log*, Lewis & Clark's biweekly 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 Pioneer Log* at any time during their enrollment at Lewis & Clark.
- KLC Radio provides the Lewis & Clark community with Internet-based audio programming and serves as an outlet for student expression. KLC also hosts regular student performance opportunities and an annual spring music festival.
- *Journal for Social Justice* offers students the opportunity to voice their concerns, share their unique experiences, offer radical viewpoints, and propose solutions.

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 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 and Opera Workshop, Javanese Gamelan, West African Rhythms, African Marimba, Guitar Ensemble, Chamber Ensembles, Cappella Nova, Community Chorale, and Voces Auream Treble Chorus. Participation is open to all students, not only to music majors.

Private lessons are available for all wind, brass, string, and percussion instruments; keyboard (piano, organ, and harpsichord); voice; classical, flamenco, folk, and jazz guitar; mandolin; electric bass; Indian instruments including Hindustani vocal technique, tabla, and sitar; composition; and electronic music. Students may begin instrumental or vocal lessons without previous experience. The Department of Music maintains a large inventory of instruments, which are available to students enrolled in lessons or ensembles. Students of outstanding academic and musical ability are eligible for music merit scholarships. Consult the Department of Music for details.

Forensics

The forensics (http://college.lclark.edu/departments/rhetoric_and_media/opportunities/forensics) squad at Lewis & Clark is open to any full-time student in good standing. Lewis & Clark participates in parliamentary debate and individual speaking events. The squad travels regionally and nationally to attend tournaments. Lewis & Clark's program has seen success in both speech and debate, consistently sending students to the National Individual Events Tournament (<http://www.nietoc.com>), the National Parliamentary Debate Association (<http://parlidebate.org>) Tournament, and the National Parliamentary Tournament of Excellence (<http://npte.debateaddict.com>). The program also supports an active on-campus and community public forum.

Forensics is a cocurricular activity sponsored by the Department of Rhetoric and Media Studies (p. 196). 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, costumes, or sets; work on technical crews; or enjoy fine theatre on campus. Each year the Department of Theatre presents faculty-directed productions on the Main Stage of Fir Acres Theatre as well as student-directed or student-written plays in the Black Box. Dance concerts with student choreography are presented each year.

The productions of the theatre department are a vital part of campus life. 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 receive credit for production work.

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 of 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.

Charges (p. 230)

Statements and Payment (p. 231)

Adjustments and Refunds (p. 232)

Summer Sessions (p. 233)

Charges

Summary

The annual tuition charge for the typical full-time undergraduate student is \$44,744. This is based on enrollment for two semesters. Students registered for fewer than 10 semester credits are charged tuition at the rate of \$2,237 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 in Academic Policies and Procedures (p. 24) for details.

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. Consult the table below for detailed information regarding room and meal plan charges.

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.

2015-16 Tuition and Fees ¹

Tuition ²	\$44,744
Associated Students of Lewis & Clark (ASLC) Student Body Fee ³	\$360
Health insurance (compulsory) ⁴	\$2,174
Green Energy Fee (Fall semester only. Opt-out allowed.)	\$20
Media Fee (Opt-out allowed.)	\$40

Residence Costs ⁵

Double Room	\$6,130
Single Room	\$6,998
Campus Apartment	\$7,878
Board, 19 Meal Plan	\$5,184

Board, 14 Meal Plan	\$4,816
Board, 14 Flex	\$5,088
Board, 10 Flex	\$5,122
Flex Only	\$1,300
Board, 100 Block Plus Flex	\$3,416
Board, 50 Block Plus Flex	\$2,796

1 Tuition and fees do not reflect any special course fees, such as studio or lab fees, associated with individual classes. To see if any fees apply, view the appropriate class sections on WebAdvisor (<https://webadvisor.lclark.edu>).

2 Students registered for fewer than 10 semester credits will be charged tuition at the rate of \$2,237 per semester credit.

3 Students registered for fewer than 10 semester credits will be charged the ASLC Student Body Fee at the rate of \$18 per semester credit.

4 Students are given one opportunity at the beginning of each fall semester to waive the school's health insurance coverage for the academic year. For information about waiving the health insurance fee, please refer to Student Insurance in this catalog.

5 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 fall semester to spring semester. At the end of the academic year, any unused points are lost.

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 on the curriculum and whether the student purchases new or used books. Payments for books and supplies are made directly to the bookstore located on the first floor of Templeton Campus Center. The bookstore is also accessible online through the Lewis & Clark website.

Flex Points

Flex points allow a student's ID card to be used like a debit card for Bon Appétit purchases. As a student spends points, his or her flex point total is reduced by the amount of the 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. Points carry over from fall semester to spring semester. At the end of the academic year, any unused points are lost. Residential students may not purchase flex points in lieu of a required meal plan.

Special Rate for Additional Dependents

Lewis & Clark offers 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 dependents must be enrolled as full-time students and not be receiving institutionally funded need-based or merit-based financial aid. Students who

qualify for this tuition reduction may apply the discount to Lewis & Clark's overseas and off-campus programs. The reduction will be calculated and applied based on the current rate of tuition for on-campus study.

Student Body Fee

The annual Associated Students of Lewis & Clark (ASLC) Student Body Fee for the typical full-time undergraduate student is \$360. This is based on enrollment for two semesters. Students registered for fewer than 10 semester credits are charged the ASLC Student Body Fee at the rate of \$18 per semester credit.

Student Insurance

The cost of the Lewis & Clark student insurance plan is based on annual enrollment. The total cost is \$2,174. 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 insurance plan. *Students enrolled in the Academic English Studies program also are held to this insurance requirement.* Students who do not submit an annual health insurance waiver will be automatically enrolled in coverage through the student 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.

Green Energy Fee

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 are afforded one opportunity each academic year to opt out of participating in the green energy purchasing initiative. Those who wish to do so must complete the opt-out menu located in WebAdvisor (<http://webadvisor.lclark.edu>) by the 15th day of the fall semester. This opt-out applies to the current academic year only.

Media Fee

The per-semester Student Media Fee is \$20 and is used to support groups approved by Lewis & Clark's Student Media Board. Students are afforded the opportunity to opt out of participating in funding the media fee initiative each semester. The deadline to opt out is the 15th day of each semester. Those who wish to do so must complete the opt-out menu located in WebAdvisor (<http://webadvisor.lclark.edu>). This opt-out applies to the current academic year only.

Overseas and Off-Campus Program Fee

Except for the Munich Program, the semester cost of overseas and off-campus programs is \$30,728. The annual (two-semester) cost of the Munich Program is \$37,338. Detailed information regarding what is included in the comprehensive fee for overseas and off-campus programs is listed in Overseas and Off-Campus Programs. Additional information regarding costs can be obtained from the Office of Overseas and Off-Campus Programs. (<http://legacy.lclark.edu/~overseas>)

Academic English Studies Program Fees

Students who have been admitted to the Academic English Studies (AES) Program (http://lclark.edu/programs/academic_english_studies/costs) and are not enrolled in the College of Arts and Sciences are assessed the AES semester charge of \$5,990.

AES students are subject to the same charges (p. 230) 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.

AES students will also be charged a \$125 late testing/registration fee if they arrive after the announced English proficiency testing day.

Special Fees

Certain courses carry additional lab, studio, or other special fees. Using WebAdvisor (<https://webadvisor.lclark.edu>), students can view their class sections to verify which, if any, fees apply.

Parking Fees

All vehicles parked on campus must display a valid Lewis & Clark parking permit. Annual permits are \$330 for individual commuters. Semester permits are \$165 for individual commuters. See Transportation and Parking (<http://go.lclark.edu/parking>) for a list of parking permit costs and regulations.

Statements and Payments

Statement of Student Account

The Office of Student and Departmental Account Services 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 available in July and spring semester statements are available in November. The fall deadline to settle student accounts is in mid-August. The spring deadline to settle student accounts is in mid-December.

Lewis & Clark distributes student account statements electronically through E-Bill (<http://go.lclark.edu/student/account/statements>) and does not mail paper statements. Student and Departmental Account Services will send a notification to the student's Lewis & Clark e-mail address when a new statement is available for viewing.

Students should verify all charges and credits listed. Certain forms of financial aid, such as Federal Direct PLUS Loans for parents, Federal Direct Subsidized and Unsubsidized Loans, and Federal Perkins Loans, are scheduled for disbursement at the beginning of each semester. Students who have been awarded any of these forms of aid and have completed the additional steps outlined in the award packet to secure loan funding can consider their aid to be fully processed. Fully processed financial aid will appear as "Estimated Financial Aid" on the student account statement. Only balances not covered

by the net proceeds of fully processed financial aid are required to be paid by the due date.

The student account belongs to the student and is in his or her name. The student bears financial responsibility for his or her account, and any consequences resulting from an outstanding balance must be resolved by the student rather than the parent or guardian. Accordingly, Lewis & Clark will send notification to the student's Lewis & Clark e-mail address when a new statement is available for viewing. Once a statement is available, the student may log in to E-Bill (http://lclark.edu/offices/account_services/student_statements/e-bill) to establish shared access to allow a designee or designees to view statements, as well as make payments.

Nonpayment of Charges

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 Student and Departmental Account Services (http://lclark.edu/offices/account_services/settling_your_account). 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 \$399 and below are subject to a per-semester \$10 late fee. Balances of \$400 and above are subject to a per-semester \$100 late fee.

Dishonored Payments

A \$15 fee will be charged to 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. Student and Departmental Account Services (http://lclark.edu/offices/account_services) 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 allows students to pay both their fall and spring semester costs in 5 interest-free installments, beginning July 15 and again December 15. There is no payment plan available for summer expenses. To learn more about TMS, or to set up a payment plan, visit 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. Refunds for credit balances 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.

Lewis & Clark reserves the right to refuse a student a monthly payment plan depending on past payment history.

Enrollment Deposit

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.

Overseas and Off-Campus Study Deposit

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.

Late Registration and Payment

If a student's initial class registration occurs after the semester due date has passed, it is considered to be a late registration. In such cases, the student is required to settle anticipated semester charges, including any special course fees, at the time of class registration. Students should work with Student and Departmental Account Services to determine the anticipated semester charges in order to ensure that registration and payment occur simultaneously.

Adjustments and Refunds

Withdrawal

Lewis & Clark plans its operations on the basis of projected income for the full academic year. We assume 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 in Academic Policies and Procedures (p. 24). Lewis & Clark's policies allow for charges to be prorated based on the date of notification on the 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 explained in Academic Policies and Procedures (p. 24). 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 recalculation of eligibility as explained in the Financial Assistance Withdrawal Policy (p. 236).

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 semester, 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 the student formally checks out of campus housing. The student is financially responsible for the condition of his or her vacated room.

If a student withdraws from Lewis & Clark on or before the 15th day of the semester, the fee for the Student Health Insurance Plan and the Green Energy Fee will be reversed in full. If a student withdraws after the 15th day of the semester, the fee for the Student Health Insurance Plan and the Green Energy Fee will not be adjusted.

Please note: If claims have already been processed through the student health insurance plan before the student's withdrawal, the insurance fee will not be reversed.

Miscellaneous charges such as library fines and Student Health Services 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 as follows: 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

Student account refunds will be processed after the first day of classes in each term and only when a credit actually exists on a student account. If the credit is the result of a reduction in a student's charges, the refund will be issued after all necessary adjustments are complete. If the credit is the result of financial aid, the refund will be issued only after the disbursement of funds is posted to the student's account. Estimated financial aid does not qualify for a refund.

Federal regulations require that credit balances resulting from a Federal Direct PLUS Loan for parents be refunded to the parent borrower unless a written authorization is on file allowing the credit balance to be released to the student. Such an authorization must be on file for each Federal Direct PLUS Loan borrowed.

If all of a student's expenses are covered by a formal billing arrangement between Lewis & Clark and the student's employer, a government agency, or other sponsor, any credit balance will be refunded to the third-party sponsor. Any exceptions to this standard will be at the discretion of the sponsor. In all other cases, student account credit balances will be refunded to the student.

Credit balances will be refunded either via electronic payment (http://lclark.edu/offices/account_services/policies/refunds) or via paper check. If the refund is a paper check payable to the student, the check will be

mailed immediately to the student's preferred mailing address on file with the school. Refunds delivered via electronic payment will be deposited into the bank account designated by the student. Electronic payment is recommended, as the student will get the refund quicker.

Refunds resulting from an overpayment of financial aid are to be used to cover education-related expenses such as off-campus living expenses, transportation, and/or books and supplies.

Summer Sessions

Tuition for Summer Sessions is charged on a per-credit-hour basis and is discounted from regular semester rates. Summer 2015 tuition is \$962 per credit. Please visit Summer Sessions (<http://go.lclark.edu/college/summer>) for further 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. To see if a fee applies, view the appropriate class section on WebAdvisor (<http://webadvisor.lclark.edu>).

Payment of Summer Sessions tuition and fees is due on the first day of the session the student is attending. Lewis & Clark does not generate statements for Summer Sessions in advance of the payment due date. The consequences of carrying an outstanding balance are detailed under Nonpayment of Charges (p. 231) in this section.

Students who wish to withdraw from a session must follow the withdrawal procedures outlined in Academic Policies and Procedures (p. 24). Lewis & Clark's policies allow for summer charges to be adjusted based on the date of notification on the completed Withdrawal form. Students who withdraw on or before the second day of the applicable session are eligible for a full reversal of their tuition charge and any applicable class fee. Students who withdraw after the second day* are not eligible for any adjustment to their charges.

**To be eligible for an adjustment to charges, the student must submit his or her withdrawal by 4 p.m. on the day following the first scheduled course meeting.*

Financial Assistance

While the primary responsibility for financing education lies with each student and his or her family, we are committed to working in partnership with students and their families to explore financial options and understand available funding. Financial assistance in the form of gift aid (grants and scholarships) and self-help aid (work-study and loans) is offered through our financial aid office.

Approximately 90 percent of Lewis & Clark's undergraduate students receive some form of financial assistance, with individual aid packages ranging from \$1,000 to more than \$59,000 a year. Over \$57 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 to Lewis & Clark as degree-seeking students; must be U.S. citizens, federal-aid eligible noncitizens, or eligible international students; must not be in default on educational loans or owe repayment of federal grant funds; must be making satisfactory academic progress toward graduation (as defined later in this section); and must be in good academic standing.

First-year students entering the College of Arts and Sciences are eligible to receive Lewis & Clark-funded financial aid for up to four years (eight semesters) of full-time undergraduate study. The number of semesters of eligibility for transfer students is prorated based on the number of credits accepted for transfer 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 may be subject to reductions in federal and state assistance compared to full-time students. Full-time enrollment as an undergraduate student is defined as registration of 12 credits or more in a semester.

All students who wish to be considered for federal and state funding must complete the Free Application for Federal Student Aid (FAFSA). Incoming students who wish to be considered for need-based funding from Lewis & Clark resources must also complete the CSS Profile administered by College Board.

Financial aid is awarded on an annual basis for a single 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 requisite aid application materials by the published priority filing date, demonstrate the same level of financial need, and make satisfactory academic progress toward graduation. Students who submit aid applications after the published 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 need-analysis formula known as institutional methodology to evaluate the financial strength of a family and calculate an expected family contribution (EFC), which in turn is used to determine eligibility for need-based Lewis & Clark funding. Factors considered in the evaluation of family financial strength include income, savings and other assets, family size, and the number of siblings enrolled as undergraduate students. The EFC used to determine eligibility for federal student aid is determined by applying a need-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 EFC can vary from the institutional EFC 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. In order to be making satisfactory academic progress, a student must meet both qualitative and quantitative standards that indicate satisfactory progress toward his or her degree.

To meet the qualitative standard required by the Satisfactory Academic Progress policy, a student must maintain a cumulative GPA of at least 2.000 at all times.

To meet the quantitative standard, a student must maintain a pace of course completion of at least 67 percent. Pace is defined as cumulative hours completed divided by the cumulative hours attempted. Students can attempt no more than 150 percent of the total number of credits in the program.

Monitoring

All financial aid recipients will be monitored for compliance with the Satisfactory Academic Progress policy. Both GPA and pace—the qualitative standard and the quantitative standard described above—are measured at the end of each semester.

Failure to Meet the Terms of the Policy

Students who fail to meet the terms of the policy will be placed on financial aid warning. They will continue to receive aid for their next semester of enrollment at Lewis & Clark. If a student fails to meet the terms of the policy at the end of the semester that follows the warning, Lewis & Clark will rescind his or her aid eligibility.

Students whose aid has been rescinded may petition for reinstatement by submitting a petition letter and an academic plan signed by an academic advisor. If the petition is approved, the student will be placed on financial aid probation for one semester. The student must then meet the terms of the policy or be following the agreed-upon academic plan at the end of the semester to continue receiving aid.

Transfer Credit

Based on institutional academic policy, grades for transfer credit do not count toward the student's cumulative GPA at Lewis & Clark and therefore do not count toward the qualitative component of the Satisfactory Academic Progress policy.

Credits that Lewis & Clark accepts for transfer will be counted both as hours earned and as hours attempted for the purposes of calculating the student's pace of completion and evaluating the quantitative component of the Satisfactory Academic Progress policy.

Unsatisfactory Completion of a Course

At the end of each semester, courses for which a grade of W, I, F, No Credit, or No Grade has been recorded will count as credits attempted but not earned, and will affect the pace-of-completion calculation.

Course Repetitions

A repeated course is one for which both the course number and the course content are the same as those of a course previously recorded on the student's transcript. All grades earned in a repeated course will count toward the student's cumulative GPA. Credit for a repeated course counts only once.

Changes in Major

Changes to a student's major do not change any of the Satisfactory Academic Progress policy requirements for a student. However, students may appeal for reinstatement of aid eligibility if they fail to meet requirements due to a change in major.

Additional Degrees

Any credits from a prior degree that are applicable toward the current degree will count as transfer credits toward the current degree.

Student Notification

Following a semester in which a student does not meet the Satisfactory Academic Progress policy standards, Lewis & Clark will give him or her a warning. This allows for a period of conditional aid eligibility and defines the standards and time frame for reestablishing satisfactory academic progress. Students who fail to reestablish satisfactory academic progress within the stated

time frame will be notified that their aid eligibility is suspended, but will be offered the opportunity to appeal.

A copy of all satisfactory academic progress notifications will be sent to the student's academic advisor. Notices for students whose aid eligibility has been suspended will also be copied to the director of advising.

Appeal Process

Appeals may be submitted by students who fail to meet the qualitative, quantitative, and/or maximum attempted credits components of the Satisfactory Academic Progress policy. In a petition letter submitted to the financial aid office, the student must explain why he or she was unable to meet the satisfactory academic progress standards, what he or she has done to address those issues, and how he or she plans to achieve compliance with the Satisfactory Academic Progress policy. The petition letter should include an academic plan endorsed by the student's advisor or other faculty/advising staff member acting in that capacity.

Upon review of a student's petition letter and supporting documentation, Lewis & Clark may grant a further period of conditional aid eligibility. Any letter granting the student further conditional period of aid eligibility will outline the benchmarks the student must meet to regain unconditional aid eligibility. A copy of the letter will be sent to the student's advisor.

Procedures for Reestablishing Satisfactory Academic Progress

A student may reestablish satisfactory academic progress by meeting the conditions outlined in the letter responding to his or her petition for reinstatement of aid eligibility.

In cases where a student has failed to meet the qualitative component, he or she can reestablish satisfactory academic progress by raising his or her Lewis & Clark cumulative GPA to 2.000. The student may do this by getting an incorrect grade changed, by completing the work required to change a grade of Incomplete to a sufficiently strong grade, or by achieving grades in a subsequent semester at Lewis & Clark that raise the cumulative GPA to the minimum 2.000 qualitative requirement.

In cases where a student has failed to meet the quantitative requirement, he or she may reestablish satisfactory academic progress by getting a grade change for a course incorrectly graded as Failed, by completing work for a course graded Incomplete, or by taking additional credits, either in a subsequent semester or during a summer semester at either Lewis & Clark or another institution for transfer to Lewis & Clark.

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 college students. Institutional aid eligibility is prorated for transfer students.

Impact of Academic Standing on Financial Aid Eligibility

Students whom Lewis & Clark places on academic probation are considered to be no longer in good

academic standing and therefore are not eligible to receive financial aid. This applies even if the student is in compliance with 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. The financial aid petition process is separate from any petition process the student may choose to use to appeal his or her academic standing.

Withdrawal Policy

Registered students who officially withdraw from Lewis & Clark after the start of a semester may be eligible for a refund of charges in accordance with Lewis & Clark policy. Students may also be subject to a recalculation of their eligibility for financial aid based on their withdrawal.

Students must initiate the official withdrawal process in the registrar's office. Refer to Academic Policies and Procedures and Changes in Registration and Enrollment Status in this catalog for specific information regarding withdrawal policies and procedures.

Federal regulations may require a recalculation of federal aid eligibility if a student withdraws from, drops, or does not begin a scheduled course that is offered in a modular format. Modular courses are those that do not span the length of the semester. In addition, a recalculation of aid eligibility may be required for students who cease enrollment during the semester but have not gone through the official withdrawal process.

Based on Lewis & Clark's policy, Student and Departmental Account Services will determine whether to make any changes to a student's institutional charges. The financial aid office will perform separate calculations to determine how much institutional and federal aid the student is eligible to retain in light of his or her withdrawal. Eligibility for institutionally funded financial aid sources will be prorated based on the percentage of tuition the student is charged. Eligibility for federally funded financial aid sources is prorated based on the number of days of attendance compared with the number of days in the semester. Once a student has attended more than 60 percent of the semester, he or she is eligible to retain 100 percent of his or her processed federal aid to apply to educational expenses. Lewis & Clark will use the date the registrar's office receives written notification of withdrawal to calculate the amount of federal financial aid the student is eligible to retain, unless there is a documented last day of attendance that is earlier than the notification date.

Lewis & Clark will calculate any student account credit balance to be refunded to the student or any balance due from the student only after the financial aid has been adjusted and any funds required to be reversed from the student account have been returned to the respective financial aid program. Students are encouraged to meet with a counselor in the financial aid office to discuss the specific financial aid implications of withdrawal prior to beginning the withdrawal process.

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.

Scholarships

Barbara Hirschi Neely Scholarship

Up to five 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. A faculty committee selects recipients from a pool of outstanding applicants identified by the Office of Admissions. Scholarships are renewable provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree. In addition to the scholarship, each Neely scholar is granted a \$2,000 stipend that may be used after the fourth semester of enrollment at Lewis & Clark for projects approved by the scholar's faculty advisor and the associate dean of the college.

Trustee Scholarship

The Trustee Scholarship is a merit-based scholarship awarded to entering students with superior academic credentials. Scholarships are renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Dean's Scholarship

The Dean's Scholarship is a merit-based scholarship awarded to entering students with outstanding academic abilities relative to the overall applicant pool. Scholarships are renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Faculty Scholarship

A merit-based scholarship awarded to entering students who have demonstrated commendable academic abilities as well as the potential to contribute to the intellectual life of the Lewis & Clark community. Scholarships are renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Leadership and Service Award

These awards recognize students who have demonstrated exemplary leadership and/or service to their school or community. The award is renewable at the same amount in future years based on continued leadership and/or service activities and provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Pioneer Award

Offered to a select group of students who have not been awarded other institutional gift aid but who show a great potential for success at Lewis & Clark, the award is renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Music Scholarship

Scholarships are awarded annually to students who have outstanding musical talent. The application process includes an audition. Participation in the music program is required for renewal. Further information may be obtained through the Department of Music.

Forensics Scholarship

Scholarships are awarded annually to students who have outstanding records of achievement in debate and forensics. The scholarship is renewable on the recommendation of the director of the forensics program. Students may apply through the Department of Rhetoric and Media Studies.

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 years. Students are invited to apply based on academic merit. Recipients are selected by a faculty committee, with consideration given to community and college service as well as academic performance.

Alumni Leadership Scholarship

Scholarships are awarded to juniors and seniors who have demonstrated outstanding contributions to the Lewis & Clark community through their involvement in activities on and off campus. Recipients are selected by the Office of Alumni and Parent Programs through an application process each spring.

Herbert Templeton National Merit 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 Scholarship 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 Scholarship Corporation.

Lewis & Clark Endowed Scholarship

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.

Donald G. Balmer Scholarship

This scholarship, which honors U.G. Dubach Professor Emeritus of History Donald G. Balmer's legacy of exceptional teaching and scholarship, is awarded to outstanding junior and senior political-science majors. Recipients demonstrate academic strength as well as

financial need and are recommended by the Department of Political Science.

John V. Baumler Scholarship

This award honors the memory of Professor of Business and Administrative Studies John V. Baumler, who was very involved with international programs and served as a host to many international students over the years. The scholarship is awarded to an international student who demonstrates financial need. Preference is given to students majoring in economics.

Mary Dimond Scholarship

This scholarship was established in honor of Mary Bethina Brooks Dimond, who served as foreign student advisor at Lewis & Clark from 1966 until her retirement in 1980. The Office of International Students and Scholars annually invites international students who will be continuing at Lewis & Clark to apply for the scholarship based on academic strength and demonstrated financial need.

Lloyd K. and Ana Maria Hulse Scholarship

This scholarship honors Professor Emeritus Lloyd K. Hulse's long history at Lewis & Clark, where he taught the Spanish language as well as the culture and literature of Spanish-speaking countries. Juniors and seniors with a strong academic record and demonstrated financial need, and who are majoring in either Hispanic studies or Spanish, are invited by the Department of Foreign Languages and Literatures to apply for this scholarship.

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 selected by the faculty of the Department of Chemistry.

Leon Pike/Edgar Reynolds Scholarship

This scholarship is awarded to one or two junior or senior theatre students by the Department of Theatre, with a preference given to technical and design students.

Mary Stuart Rogers Scholarship

A varying number of \$5,000 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 a committee, with consideration given to academic achievement, outstanding leadership qualities, and financial need.

Kent Philip Swanson Jr. Memorial Scholarship

These scholarships were established by his parents to honor the life of Kent P. Swanson Jr. '95. The Department of Biology annually selects a junior or senior who demonstrates excellence in biology, financial need, and a love of the outdoors to receive scholarships. The Department of Art annually selects a junior or senior who demonstrates financial need as well as excellence in the field of ceramics to receive a scholarship.

Howard Ross Warren Scholarship

This scholarship is awarded to one or two junior or senior theatre students under the age of 25 selected by the Department of Theatre who show unusual talent and promise in the area of art.

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 Financial Aid 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 work-study portion of the package in considering where to make a reduction.

Grants*Lewis & Clark Grant*

These grants are awarded to students on the basis of financial need and overall strength as applicants. Renewal is not guaranteed because financial need must be assessed annually, but students can anticipate receiving the same amount of grant funds each year provided they demonstrate sufficient need and meet general eligibility requirements.

Federal Pell Grant

Federally funded grants are awarded to financially needy students who meet the program's specific requirements. Eligibility criteria and award amounts are established by the federal government and recipients are identified through submission of the FAFSA.

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 varies each year depending on available program funding.

Oregon Opportunity Grant

Students who are residents of Oregon may be eligible to receive assistance funded by the state. Eligibility criteria and award amounts are determined by the Oregon Office of Student Access and Completion.

Loans*Federal Direct Loan (Subsidized and Unsubsidized)*

Undergraduate students may obtain a Federal Direct Loan, regardless of financial need, from the U.S. Department of Education. General eligibility, as well as eligibility for an interest subsidy, are determined through the filing of the FAFSA. Subsidized loans, which are awarded based on the demonstrated financial need of a student, do not accrue interest during periods of at least half-time enrollment and lender-approved deferments. Unsubsidized loans begin accruing interest as soon as the loan is disbursed. The borrower is responsible for the interest and may elect to make interest-only payments

during periods of enrollment or defer making interest payments until repayment of the principal amount commences.

Federal Direct Subsidized Loans for undergraduate students and Federal Direct Unsubsidized Loans disbursed between July 1, 2015, and June 30, 2016, carry a fixed 4.29 percent interest rate. For loans first disbursed after October 1, 2014, but before September 30, 2015, 1.073 percent of the gross loan amount is withheld as fees at disbursement. For loans first disbursed between October 1, 2015, and September 30, 2016, 1.068 percent of the gross loan amount is withheld as fees at disbursement.

Dependent first-year students may borrow a maximum of \$5,500 per year, with no more than \$3,500 eligible for subsidy; sophomores may borrow up to \$6,500 per year, with no more than \$4,500 eligible for subsidy; and juniors and seniors may borrow up to \$7,500 per year, with no more than \$5,500 eligible for subsidy. Students considered independent for financial aid purposes may borrow additional amounts.

Further information on the terms or repayment of a Federal Direct Loan can be found at StudentLoans.gov.

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.

Federal Direct PLUS Loan

Parents may borrow funds up to the total cost of their student's education minus other financial aid for each undergraduate dependent student through the U.S. Department of Education. For loans first disbursed between October 1, 2015, and September 30, 2016, 4.272 percent of the gross loan amount will be withheld as fees at disbursement. For loans first disbursed between October 1, 2014, and September 30, 2015, 4.292 percent of the gross loan amount will be withheld as fees at disbursement. The interest rate is fixed at 6.84 percent for loans first disbursed between July 1, 2015, and June 30, 2016. Repayment begins within 60 days of the last disbursement of funds. Submission of the FAFSA is required to determine eligibility for the Federal Direct PLUS Loan.

Student Employment*Federal Work-Study (FWS)*

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 \$9.25 to \$10 an hour. Paychecks are issued once a month and can be directly deposited into a personal bank account. Eligibility for this program is based on financial need as determined by analysis of the information provided on the FAFSA. An award of FWS

is not a guarantee of employment but merely indicates eligibility to work under the program.

Lewis & Clark Work-Study (LCWS)

This program provides on-campus employment opportunities to students who do not qualify for the need-based FWS program. Students complete the requisite financial aid application (FAFSA and/or PROFILE) to be considered for funding under the LCWS program. An award of LCWS is not a guarantee of employment but merely indicates eligibility to work under the program.

People

Faculty (p. 240)

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Faculty

Lewis & Clark has 125 tenured and tenure-track faculty members and 4 senior lecturers in the College of 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 and senior lecturers, as well as visiting faculty who are teaching courses in the College of Arts and Sciences during the 2015-16 academic year.

Full-Time Faculty

Paul T. Allen. Assistant professor of mathematics. Geometric analysis, differential equations, mathematical relativity. Ph.D. 2007, M.S. 2003 University of Oregon. B.S. 2001 University of Puget Sound.

Katharina Altpeter-Jones. Associate professor of German. German, medieval and early modern German literature, women writers. Ph.D. 2003 Duke University. M.A. 1995 Bayerische Julius-Maximilians-Universität, Würzburg, Germany.

Lyell Asher. Associate professor of English. Renaissance English literature, Shakespeare. Ph.D. 1990, M.A. 1984 University of Virginia. B.A. 1980 Vanderbilt University.

Jane Monnig Atkinson. Vice president, provost, professor of anthropology. Ph.D. 1979, M.A. 1972 Stanford University. A.B. 1971 Bryn Mawr College.

Therese Augst. Associate professor of German. German, German literature and culture of the 18th through 20th centuries, intellectual history, critical theory. 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, academic director of the Center for Entrepreneurship. Physiology, biomechanics, evolution of animal locomotion. Ph.D. 1995 University of California at Berkeley. B.A. 1988 University of California at Santa Cruz.

Sepideh Azarshahri Bajracharya. Assistant professor of anthropology. Political culture of violence, communal politics, memory, narrative, urban ethnography, anthropology of space, South Asia. Ph.D. 2008 Harvard University. B.A. 1999 Wesleyan University.

Barbara A. Balko. Associate professor of chemistry. Physical chemistry. Ph.D. 1991 University of California at Berkeley. A.B. 1984 Bryn Mawr College.

Eleonora Maria Beck. James W. Rogers Professor of Music. Medieval and Renaissance music history;

contemporary American, popular, and women's music. Ph.D. 1993, M.Phil. 1991, M.A. 1989 Columbia University. B.A. 1983 Barnard College.

Debra Beers. Senior lecturer in art. Drawing. M.F.A. 1980, M.A. 1979 University of Iowa. B.A. 1976 Western Washington University.

Cliff T. Bekar. Associate professor of economics. Economic history, industrial organization, game theory. Ph.D. 2000, M.A. 1992, B.A. 1990 Simon Fraser University.

Elizabeth A. Bennett. Assistant professor of international affairs, director of the Political Economy Program. International political economy, global social movements, voluntary social/environmental regulation, international development global governance. Ph.D. 2014, A.M. 2010 Brown University. M.A.L.D. 2008 The Fletcher School, Tufts University. B.A. 2002 Hope College.

Anne K. Bentley. Associate professor of chemistry. General, inorganic, and materials chemistry; nanotechnology. Ph.D. 2005 University of Wisconsin at Madison. B.A. 1997 Oberlin College.

Andrew Bernstein. Associate professor of history. Japanese 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. Evolution, ecology, conservation biology, especially of plants and insects. Ph.D. 1981 Cornell University. B.S., B.A. 1974 University of Washington.

Greta J. Binford. Associate professor of biology, director of the Biochemistry and Molecular Biology Program. Invertebrate zoology, biodiversity, evolution of spider venoms. Ph.D. 2000 University of Arizona. M.S. 1993 University of Utah. B.A. 1990 Miami University.

Moriah Bellenger Bostian. Assistant professor of economics. Environmental and resource economics, econometrics. Ph.D. 2010 Oregon State University. M.S. 2005 Auburn University. B.S. 2003 Florida State University.

Philippe Brand. Assistant professor of French. French, 19th-, 20th-, and 21st-century French and Francophone literature and culture. Ph.D. 2011, M.A. 2006, B.A. 1998 University of Colorado at Boulder.

Michael L. Broide. Associate professor of physics, chair of the Department of Physics. Physics of colloids and macromolecules. Phase transitions, aggregation, pattern formation; light scattering and optical instrumentation; membrane biophysics. Ph.D. 1988 Massachusetts Institute of Technology. M.S. 1981, B.S. 1981 University of California at Los Angeles.

Maryann Bylander. Assistant professor of sociology. Development and globalization, migration, rural livelihoods, microfinance/credit, environment, gender, qualitative and quantitative research methods. Ph.D. 2012, M.A. 2006 University of Texas at Austin. B.A. 2003 Rice University.

Naiomi T. Cameron. Associate professor of mathematics. Enumerative combinatorics, graph theory. Ph.D. 2002, B.S. 1995 Howard University.

David A. Champion. Dr. Robert B. Pamplin Jr. Associate Professor of History, chair of the Department of History, ROTC coordinator. British and South Asian history. Ph.D. 2002, M.A. 1997 University of Virginia. B.A. 1991 Georgetown University.

Yung-Pin Chen. Professor of statistics. Statistics, sequential designs. Probability, stochastic processes. Ph.D. 1994 Purdue University. B.S. 1984 National Chengchi University, Taiwan.

Kundai V. Chirindo. Assistant professor of rhetoric and media studies. Rhetoric, culture, and hermeneutics; Africa in the public imaginary; rhetoric and postcolonial theory. Ph.D. 2012 University of Kansas. M.A. 2008, B.A. 2004 Bethel University.

Peter G. Christenson. Professor of rhetoric and media studies. Media and society, quantitative research methods, media and socialization, popular music as communication. Ph.D. 1980 Stanford University. M.A. 1973 University of Oregon. B.A. 1968 Dartmouth College.

Kenneth E. Clifton. Professor of biology, chair of the Department of Biology. Animal behavior, marine biology, ecology of coral reefs. Ph.D. 1988 University of California at Santa Barbara. B.A. 1981 University of California at San Diego.

Rachel Cole. Associate professor of English. 19th-century American literature. Ph.D. 2005, M.A. 2000 Johns Hopkins University. B.A. 1994 Williams College.

Rebecca Copenhaver. Professor of philosophy. Early modern philosophy, philosophy of mind, ethics. Ph.D. 2001, M.A. 1998 Cornell University. B.A. 1993 University of California at Santa Cruz.

Benjamin David. Associate professor of art history. Late Medieval and Italian Renaissance art history. Ph.D. 1999, M.A. 1993, B.A. 1991 New York University.

Janet E. Davidson. Associate professor of psychology, director of academic advising. Infant and child development, developmental psychopathology, internships. Ph.D. 1989, M.Phil. 1987, M.S. 1985 Yale University. B.S. 1975 University of Washington.

Susan E. Davis. Senior lecturer in theatre, program head of dance. Contemporary dance forms, fundamentals of movement, composition, history/performance critique, improvisation. M.F.A. 1991, B.A. 1981 Connecticut College.

Keith Dede. Associate professor of Chinese. Chinese language and linguistics. Ph.D. 1999, M.A. 1993, B.A. 1988 University of Washington.

Isabelle DeMarte. Associate professor of French. French, 17th- and 18th-century French literature. 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. Professor of chemistry, chair of the Department of Chemistry. Physical chemistry, biophysical chemistry, nanotechnology. Ph.D. 1987 Yale University. B.A. 1982 Rutgers University.

Brian Detweiler-Bedell. Professor of psychology. Social psychology, statistics. Ph.D. 2001, M.Phil. 2000, M.S. 1998 Yale University. M.A. 1995, B.A. 1994 Stanford University.

Jerusha Detweiler-Bedell. Professor of psychology. Clinical and community psychology, health psychology, psychology of gender, internships. Ph.D. 2001, M.Phil. 1998, M.S. 1997 Yale University. M.A. 1995, B.A. 1995 Stanford University.

Peter Drake. Associate professor of computer science. Artificial intelligence/cognitive science. Programming languages. Ph.D. 2002 Indiana University. M.S. 1995 Oregon State University. B.A. 1993 Willamette University.

Jeffrey S. Ely. Associate professor of computer science. Computer graphics, numerical analysis. Ph.D. 1990, M.S. 1981, B.S. 1976 Ohio State University.

Joel W. Fisher. Assistant professor of art. Photography. M.F.A. 2006 Rhode Island School of Design. B.A. 1997 University of New Hampshire.

Katherine FitzGibbon. Associate professor of music, director of choral activities, chair of the Department of Music. Choir, conducting, music history. D.M.A. 2008 Boston University. M.M. 2002 University of Michigan. B.A. 1998 Princeton University.

Kurt Fosso. Professor of English. British romantic literature, critical theory. Ph.D. 1993, M.A. 1988 University of California at Irvine. B.A. 1987 University of Washington.

John M. Fritzman. Associate professor of philosophy. 19th- and 20th-century continental philosophy, ethics, feminist theory, social and political philosophy. Ph.D. 1991 Purdue University. B.A. 1977 Eastern Mennonite University.

Kristin Fujie. Assistant professor of English. 19th- and 20th-century American literature, modernism. Ph.D. 2010, B.A. 1997 University of California at Berkeley.

Benjamin Gaskins. Assistant professor of political science. American politics, public opinion, media and politics, religion and politics. Ph.D. 2011, M.S. 2008 Florida State University. B.A. 2006 Furman University.

Leah Gilbert. Assistant professor of political science. Comparative politics, democratization, and Russian politics. Ph.D. 2012, M.A. 2007 Georgetown University. B.A. 2002, St. Olaf College.

Susan L. Glosser. Associate professor of history. Chinese 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. Social theory, cultural studies (advertising, news, television), production and consumption, class relations, modernity,

postmodernity. Ph.D. 1977, M.A. 1973 Duke University. B.A. 1971 University of Texas.

Daena J. Goldsmith. Professor of rhetoric and media studies, chair of the Department of Rhetoric and Media Studies. Social media, health communication, gender. Ph.D. 1990, M.A. 1988 University of Washington. B.S. 1986 Lewis & Clark College.

James H. Grant. Associate professor of economics, chair of the Department of Economics. Microeconomics, econometrics, labor economics, mathematical economics. Ph.D. 1979, M.A. 1977 Michigan State University. B.S. 1974 Grand Valley State College.

Karen Gross. Associate professor of English. Medieval literature. 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. Political economy, economic development, international 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. European history, women's and gender history, war and genocide. Ph.D. 2000, M.A. 1994 University of Chicago. B.A. 1990 Tufts University.

Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation. Ph.D. Johns Hopkins University. M.A. University of Minnesota at Minneapolis–St. Paul. B.A. Reed College.

Greg J. Hermann. Professor of biology. Developmental genetics and cell biology. Ph.D. 1998 University of Utah. B.S. 1992 Gonzaga University.

Reiko Hillyer. Assistant professor of history. U.S. South, African American history, history of the built. Ph.D. 2006, M.Phil. 2001, M.A. 1999 Columbia University. B.A. 1991 Yale University.

Jennifer Hubbert. Associate professor of anthropology, director of East Asian Studies Program. Chinese public culture, anthropology of the state, politics of popular culture and public protest. Ph.D. 1999, M.A. 1994 Cornell University. M.A. 1987, B.A. 1986 Stanford University.

Jane H. Hunter. Professor of history. U.S. history, post-Civil War, women's history. Ph.D. 1981, M.A. 1975, B.A. 1971 Yale University.

Garrick Imatani. Assistant professor of art. Foundations, interdisciplinary connections between physical and cultural within movement, landscapes, and history. M.F.A. 2000 Columbia University. B.A. 1996 University of California at Santa Barbara.

Lance Inouye. Assistant professor of music, director of orchestral activities. Orchestra, conducting, theory. D.M.A. 2015 College Conservatory of Music at University of Cincinnati. M.M. 2000 Aaron Copland School of

Music at Queens College, City University of New York. B.M. Berklee College of Music.

Michael Johanson. Associate professor of music, director of composition. Composition, theory. 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. Political theory, American government, classical studies, history of political thought. 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. Associate professor of art history. Modern art history. Ph.D. 2004, M.A. 1994 University of Chicago. B.A. 1992 Yale University.

Casey M. Jones. Assistant professor of chemistry. Organic chemistry, surface chemistry. Ph.D., M.A. 2010 Princeton University. B.A. 2005 Reed College.

Jessica M. Kleiss. Assistant professor of environmental studies. Oceanography, interface between the atmosphere and the ocean. Ph.D. 2009 Scripps Institution of Oceanography, University of California at San Diego. B.S. 2000 Massachusetts Institute of Technology.

Catherine Gunther Kodat. Dean of the College of Arts and Sciences, professor of English. 20th-century U.S. literature, ballet and modern dance, film music, Cold War cultural studies, literary and cultural theory, feminism, gender and sexuality studies. Ph.D. 1994, M.A. 1988 Boston University. B.A. 1980 University of Baltimore.

Oren Kosansky. Associate professor of anthropology, chair of the Department of Sociology and Anthropology. Political economy of religious experience, postcolonial nationalism and diaspora, textual culture, Morocco. Ph.D. 2003, M.A. 1994 University of Michigan. M.A.T. 1990 Binghamton University. B.A. 1988 Brown University.

John W. Krussel. Associate dean of the College of Arts and Sciences, professor of mathematics. Graph theory, combinatorics, cryptography. 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. Judeo-Christian origins, Dead Sea Scrolls, early Jewish literature. 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. Organometallic/bioorganic chemistry. Ph.D. 1989 Northwestern University. B.S. 1984 Harvey Mudd College.

Jennifer LaBounty. Associate professor of psychology. Child, adolescent, and adult development; methodology; internships. Ph.D. 2008, M.A. 2005 University of Michigan. B.S. 2001 University of Oregon.

Kyle M. Lascurettes. Assistant professor of international affairs. International relations theory, international order and global governance, international security, American foreign policy. Ph.D. 2012, M.A. 2006 University of Virginia. B.A. 2004 St. Lawrence University.

- Diana J. Leonard. Assistant professor of psychology. Identity, social judgments, and categorization. Ph.D. 2012 University of California at Santa Barbara. B.A. 2004 Northwestern University.
- Rebecca Lingafelter. Assistant professor of theatre. Acting, voice, movement, devising, contemporary performance, modern American drama. M.F.A. 2005 Columbia University. B.A. 2000 University of California, San Diego.
- Janis E. Lochner. Dr. Robert B. Pamplin Jr. Professor of Science. Biochemistry. Ph.D. 1981 Oregon Health Sciences University. B.S. 1976 Allegheny College.
- Todd Lochner. Associate professor of political science, chair of the Department of Political Science, coordinator of the Pre-Law Program. American constitutional law, American political systems. 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 M. Loening. Professor of chemistry. Physical chemistry, biophysical chemistry. Ph.D. 2001, M.Phil. 1998 University of Cambridge. B.S. 1997 Harvey Mudd College.
- Deborah E. Lycan. Professor of biology. Molecular biology, cell biology, ribosome biogenesis in eukaryotic cells, yeast genetics. Ph.D. 1983 University of Colorado. B.A. 1975 University of California at San Diego.
- Jens Mache. Professor of computer science, chair of the Department of Mathematical Sciences. Operating systems, computer architecture, parallel and distributed systems, computer networks. Ph.D. 1998 University of Oregon. M.S. 1994 Southern Oregon University. Vordiplom 1992 Universitaet Karlsruhe.
- Bob Mandel. Professor of international affairs, fall 2015 chair of the Department of International Affairs. Conflict and security, global resource issues, transnational studies, psychological aspects of international affairs, research methods, international relations theory. Ph.D. 1976, M.Phil. 1975, M.A. 1974 Yale University. A.B. 1972 Brown University.
- Joel A. Martinez. Associate professor of philosophy. Ethical theory, normative ethics, ancient philosophy, logic. Ph.D. 2006 University of Arizona. B.A. 1997 New Mexico State University.
- Margaret Rowan Metz. Assistant professor of biology. Plant community ecology, tropical ecology, disease ecology. Ph.D. 2007 University of California at Davis. A.B. 1998 Princeton University.
- Susanna Morrill. Associate professor of religion, chair of the Department of Religious Studies. Religion in America. Ph.D. 2002, M.A. 1993 University of Chicago. B.A. 1989 Bryn Mawr College.
- Erik L. Nilsen. Associate professor of psychology. Cognition, methodology, human-computer interaction. Ph.D. 1991, M.A. 1986 University of Michigan. B.A. 1984 Graceland College.
- Dawn Odell. Associate professor of art history, chair of the Department of Art. Early modern East Asian and European art history. Ph.D. 2003 University of Chicago. M.A. 1992 Harvard University. B.A. 1986 Carleton College.
- Jay Odenbaugh. Associate professor of philosophy. Ethics, philosophy and the environment, philosophy of science, metaphysics, logic. Ph.D. 2001 University of Calgary. M.A. 1996 Southern Illinois University at Carbondale. B.A. 1994 Belmont University.
- Shannon O'Leary. Assistant professor of physics. Electromagnetically induced transparency (EIT) in atomic rubidium vapor with a novel noise spectroscopy technique. Ph.D. 2008, M.A. 2004 University of Oregon. B.S. 1998 University of Puget Sound.
- Michael Olich. Associate professor of theatre. Design. M.F.A. 1975 Carnegie Mellon University. B.A. 1973 St. Patrick's College.
- Tatiana Osipovich. Associate professor of Russian. Russian literature, language, culture. 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. Urban economics, regional economics, microeconomic theory. Ph.D. 1981 Princeton University. B.S. 1975 University of Oregon.
- Cyrus Partovi. Senior lecturer in social sciences. Middle East politics, U.S. foreign policy, diplomacy, the United Nations. M.A.L.D. 1969, M.A. 1968 Tufts University. B.A. 1967 Lewis & Clark College.
- Jess Perlitz. Assistant professor of art. Sculpture. M.F.A. 2009 Temple University. B.F.A. 2000 Bard College.
- Bruce M. Podobnik. Associate professor of sociology. Environmental sociology, social movements, quantitative methods, Latin America. 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, director of Core Curriculum. Islamic studies. Ph.D. 2001, M.A. 1992 University of Chicago Divinity School. B.A. 1990 Carleton College.
- Will Pritchard. Associate professor of English, chair of the Department of English. Restoration and 18th-century literature. Ph.D. 1998, M.A. 1992 University of Chicago. B.A. 1986 Yale University.
- James D. Proctor. Professor of environmental studies, director of the Environmental Studies Program, coordinator of the Geological Science Program. Ph.D. 1992, M.A. 1989, M.S. 1989 University of California at Berkeley. B.A. 1980 University of Oregon.
- Matthieu P. Raillard. Associate professor of Hispanic studies. Hispanic studies, 18th- and 19th-century Peninsular Spanish literature. Ph.D. 2004, M.A. 2000 University of Virginia. B.A. 1998 Colgate University.
- G. Mitchell Reyes. Associate professor of rhetoric and media studies. Rhetoric, public memory, public discourse, rhetoric of science. Ph.D. 2004, M.A. 2000 Pennsylvania State University. B.S. 1997 Willamette University.
- Molly Robinson Kelly. Associate professor of French, chair of the Department of Foreign Languages and Literatures.

French, medieval literature, place and literature, Albert Cohen. 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, coordinator of the Geological Science Program. Geomorphology. 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. Fluorescence microscopy, biophysics, optics, thermodynamics, quantum mechanics. Ph.D. 1987 University of California at Berkeley. B.S. 1981 University of California at Irvine.

Thomas J. Schoeneman. Professor of psychology. Personality, abnormal psychology, internships. Ph.D. 1979, M.S. 1974, B.A. 1973 State University of New York at Buffalo.

Bryan R. Sebok. Associate professor of rhetoric and media studies. Communication technology and society, film and video aesthetic theory and methods, media organizations. Ph.D. 2007 University of Texas at Austin. M.A. 2002 Emory University. B.A. 1999 North Carolina State University.

Ellen C. Seljan. Assistant professor of political science. American politics and public policy. Ph.D. 2010 University of California at San Diego. B.A. 2004 Drew University.

Štěpán Šimek. Professor of theatre. Acting, directing, classical theatre and drama, European drama, contemporary East European theatre, translation. M.F.A. 1995 University of Washington. B.A. 1991 San Francisco State University.

Nicholas D. Smith. James F. Miller Professor of Humanities, chair of the Department of Philosophy. Ancient Greek philosophy and literature, epistemology, philosophy of religion, ethics. Ph.D. 1975 Stanford University. B.A. 1971 University of Rochester.

Susan DeWitt Smith. Assistant professor of music, director of piano. Piano, theory. D.M.A. 1992 Eastman School of Music. M.M. 1985 San Francisco Conservatory of Music. B.A. 1984 Dartmouth College.

Heather M. Smith-Cannoy. Associate professor of international affairs, sprint 2016 chair of the Department of International Affairs. International law, international institutions, human rights, and human trafficking. Ph.D. 2007, M.A. 2003 University of California at San Diego. B.A. 2000 University of California at Irvine.

Herschel B. Snodgrass. Professor of physics. Astrophysics, theoretical physics, physics of the sun. Ph.D. 1966 University of California at Berkeley. B.A. 1959 Reed College.

Elizabeth A. Stanhope. Associate professor of mathematics. Differential geometry, spectral geometry. Ph.D. 2002, A.M. 1999 Dartmouth College. B.A. 1995 Carleton College.

Jessica D. Starling. Assistant professor of religious studies. East Asian religions, Buddhism. Ph.D. 2012, M.A. 2006 University of Virginia. B.A. 2000 Guilford College.

Iva Stavrov. Associate professor of mathematics. Differential geometry, algebraic topology. Ph.D. 2003, M.S. 2001 University of Oregon. B.S. 1998 University of Belgrade.

Bruce Suttmeier. Associate professor of Japanese. Japanese language, contemporary Japanese literature. Ph.D. 2002, A.M. 1994 Stanford University. B.S. 1991 University of Rochester.

Mary Szybist. Associate professor of English. Modern poetry, poetry writing. M.F.A. 1996 University of Iowa, M.T. 1994. B.A. 1992 University of Virginia.

Juan Carlos Toledano Redondo. Associate professor of Hispanic studies. Hispanic studies, 19th- and 20th-century Spanish American literature, Hispanic-Caribbean literature. Ph.D. 2002 University of Miami. B.A. 1996 Universidad de Granada.

Cara Tomlinson. Associate professor of art. Painting. M.F.A. 1993 University of Oregon. B.A. 1986 Bennington College.

Pauls Toutonghi. Associate professor of English. Fiction, expository writing, creative writing. Ph.D. 2006, M.A. 2002 Cornell University. B.A. 1999 Middlebury College.

Stephen L. Tuft. Associate professor of physics, coordinator of the Engineering Program. Astrophysics, experimental physics, optics. Ph.D. 1997, M.S. 1989 University of Wisconsin at Madison. B.A. 1986 St. Olaf College.

Éric Tymoigne. Associate professor of economics. Macroeconomics, money and banking, monetary theory. Ph.D. 2006 University of Missouri at Kansas City. M.A. 2000 Université Paris-Dauphine. B.A. 1999 Université de Bretagne Occidentale à Brest.

Norma Velázquez Ulloa. Assistant professor of biology. Behavioral genetics, neuroscience, developmental biology, neurophysiology, cell biology. Ph.D. 2009 University of California at San Diego. B.S. 2002 Universidad Nacional Autónoma de México.

Freddy O. Vilches. Associate professor of Hispanic studies, director of the Hispanic Studies Program. Hispanic studies, contemporary Spanish American literature, poetry, and song, Latin American cultural studies. Ph.D. 2006, M.A. 1993, B.A. 1991 University of Oregon.

Theodore W. Vogel. Associate professor of art. Ceramic sculpture. M.F.A. 1984 University of Colorado. B.F.A. 1980 University of South Dakota.

Sarah D. Warren. Assistant professor of sociology. Race and ethnicity, social movements, nations and nationalism, gender, Latin America. Ph.D. 2010 University of Wisconsin at Madison. M.A. 2004 University of Texas at Austin. B.A. 2001 University of Arizona.

Todd Watson. Associate professor of psychology, chair of the Department of Psychology. Cognitive neuroscience, brain and behavior, statistics. 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, chair of the Department of Theatre. Playwriting, modern drama, directing, acting, British drama, dramaturgy. Ph.D. 1988 Stanford University. M.A.T. 1972 Brown University. A.B. 1971 Middlebury College.

Tamely Weissman-Unni. Assistant professor of biology. Neurobiology. Ph.D. 2004 Columbia University. B.A. 1992 Pomona College.

Benjamin W. Westervelt. Associate professor of history. Medieval and early modern European 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. Spanish language, Latin American literature and culture, Hispanics in the United States. Ph.D. 1992 University of Oregon. M.A. 1977 University of Nevada at Las Vegas. B.A. 1975 Lewis & Clark College.

Elliott Young. Professor of history, director of the Ethnic Studies Program. Latin American and U.S.-Mexico Borderlands history. Ph.D. 1997, M.A. 1993 University of Texas at Austin. B.A. 1989 Princeton University.

Yueping Zhang. Associate professor of psychology. Behavioral neuroscience, brain and behavior, drugs and behavior, cross-cultural psychology. Ph.D. 1996, M.A. 1992 University of New Hampshire. M.D. 1985 Shandong Medical University.

Rishona Zimring. Professor of English. Modern British literature, postcolonial literature. Ph.D. 1993, B.A. 1985 Yale University.

Faculty With Term

Kimberly Brodtkin. Assistant professor with term of gender studies and ethnic studies. Gender and politics in the U.S. Ph.D. 2001 Rutgers University. B.A. 1992 University of Pennsylvania.

William George Cole. Assistant professor with term of psychology. Ph.D. 1980 University of Washington. B.A. 1970 Emory University.

David H. Galaty. Assistant professor with term of humanities. Ph.D. 1971 Johns Hopkins University. B.A. 1964 Trinity College.

Gerald Harp. Associate professor with term of English. Renaissance, 17th-century, poetry. 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.

Andrea Hibbard. Assistant professor with term of English. Victorian literature and culture, law and literature, women's studies. Ph.D. 2000 University of Virginia. M.A. 1991 Georgetown University. B.A. 1986 Pomona College.

Gordon Kelly. Associate professor with term of humanities, director of the Classics Program. Latin and Greek language and literature, Roman and Greek history. Ph.D. 1999, M.A. 1993 Bryn Mawr College, B.A. 1991 Rutgers University, B.A. 1985 Villanova University.

Claudia Nadine. Associate professor with term of French. 19th-century French literature. Ph.D. 1994, M.A. 1987,

B.A. 1984, B.S. 1983 University of California at Irvine. A.A. 1980 Stephens College.

Amelia J. Wilcox. Assistant professor with term of psychology. Ph.D. 1992 California School of Professional Psychology. M.S. 1986 Dominican College. B.A. 1981 Lewis & Clark College.

Visiting Faculty

Vanesa Arozamena. Visiting assistant professor of Spanish. Spanish language and literature. Ph.D. 2010, M.A. 2005 University of Minnesota. B.A. 2001 Universidad de Deusto.

Bianca Breland. Visiting assistant professor of biology. Evolutionary biology, plant biology. Ph.D. 2008, University of Colorado. B.A. 1995 University of Virginia.

Kim Cameron-Dominguez. Visiting assistant professor of humanities. M.A. 2006 University of California, Santa Cruz. B.A. 2004 Mount Holyoke College.

Robert Quillen Camp. Visiting instructor in theatre. M.F.A. 2002 Brown University. B.A. 1999 Reed College.

Ralph Drayton. Visiting assistant professor of humanities. Ph.D. 2001, M.A. 1990 University of Wisconsin-Madison. B.A. 1987 Reed College.

Zhaochen He. Visiting instructor in economics. B.A. 2008 University of Chicago.

Kabir Heimsath. Visiting assistant professor of humanities. Ph.D. 2011, M.Sc. 2005 University of Oxford. M.A. 1996 University of Washington. B.A. 1992 University of California.

Michael Mirabile. Visiting assistant professor of humanities. Ph.D. 2002, M.Phil. 1998 Yale University. B.A. 1995 Queens College.

S. Hugo Moreno. Visiting assistant professor of Spanish. Spanish language and literature. Ph.D. 2001, M.A. 1997, Cornell University. M.S. 1993, University of Wisconsin-Madison. M.A. 1992 University of Texas at El Paso. B.S. 1985 Texas A&M University.

Zachary Poppel. Visiting assistant professor of history. Ph.D. 2014 University of Illinois at Urbana-Champaign. B.A. 2005 University of Denver.

Rebecca Pyatkevich. Visiting assistant professor of Russian. Ph.D. 2010, M.Phil. 2005, M.A. 2002 Columbia University. B.A. 2000 Dartmouth College.

Maureen Reed. Visiting assistant professor of humanities. Ph.D. 2001, M.A. 1996 University of Texas at Austin. B.A. 1994 Rice University.

Claire Robison. Visiting instructor in religious studies. South Asian religions. M.Phil. 2008 University of Cambridge. B.A. 2007 University of Oxford.

Maya Sen. Visiting assistant professor of psychology. Ph.D. 1999 University of Minnesota. B.S. 1991 Lewis & Clark College.

Sweta Suryanarayan. Visiting assistant professor of mathematics. Ph.D. 2012 University of Washington. M.Sc. 2004 Indian Institute of Technology. B.Sc. 2002 SIES

College of Arts, Science and Commerce, University of Mumbai.

Beth Szczepanski. Visiting assistant professor of music, director of world music. Ethnomusicology. Ph.D. 2008, M.A. 2004 The Ohio State University. B.A. 1999 University of Oklahoma.

Don Waters. Visiting assistant professor of English. Fiction writing. M.F.A. 2013 University of Iowa. M.F.A. 2004 San Francisco State University. B.A. 1998 Skidmore College.

Pamela Zobel-Thropp. Visiting assistant professor of biology. Biochemistry, molecular biology, transcriptomics, proteomics, bioinformatics. Ph.D. 2000 University of California, Los Angeles. B.A. 1993 California State University, Long Beach.

Adjunct Faculty

Alex Addy. Instructor in music. Ghanaian drumming.

Dan Balmer. Instructor in music. Jazz guitar, jazz combos.

Julia Banzi. Instructor in music. Flamenco guitar.

Nathan Beck. Instructor in music. African marimba, mbira.

Joel Belgique. Instructor in music. Viola.

Cecilia I. Benenati. Instructor in Spanish. Spanish language. M.A. 1987 Universidad Nacional de Cuyo.

Carol Biel. Instructor in music. Piano.

Adelaide Byrum. Instructor in Arabic. Arabic language. M.A. 2013 University of Michigan. B.A. 2009 Georgetown University.

Dave Captein. Instructor in music. Jazz bass.

Diane Chaplin. Instructor in music. Cello.

JáTik Clark. Instructor in music. Tuba.

Deborah Cleaver. Instructor in music. Piano.

Emily Cole. Instructor in music. Violin.

Tim Connell. Instructor in music. Mandolin.

Jennifer Craig. Instructor in music. Harp.

Charles Doggett. Instructor in music. Jazz drum set.

Jack Dwyer. Instructor in music. Mandolin.

David Eby. Instructor in music. Cello.

Dave Evans. Instructor in music. Saxophone.

Joshua Feinberg. Instructor in music. Sitar.

Sylvia Frankel. Adjunct instructor in religious studies. Jewish studies.

Anna Haagenson. Instructor in music. Voice.

Carl Halvorson. Instructor in music. Voice.

Mitch Iimori. Instructor in music. Oboe.

Nancy Ives. Instructor in music. Chamber music.

Dunja Jennings. Instructor in music. Clarinet.

Mindy Johnston. Instructor in music. Gamelan.

Atsuko Kurogi. Instructor in Japanese. Japanese. Ed.D. 1998, M.A. 1990 Portland State University. B.A. 1982 Notre Dame Seishi University.

Jeffrey Leonard. Instructor in music, director of jazz studies. Electronic music, electric bass guitar. B.M. 1984 Western Washington University.

Meiru Liu. Instructor in Chinese. Chinese language. Ph.D. 1996, M.A. 1991 Portland State University. M.A. 1987 Beijing Foreign Studies University. B.A. 1980 Tianjin Normal University.

Rik Masterson. Instructor in music. Tabla.

Susan McBerry. Instructor in music. Voice, opera workshop, musical theatre. M.A. 1971, B.A. 1970 Portland State University.

Megan McDonald. Instructor in Spanish. Spanish language. M.A. 1994, B.A. 1992 University of Oregon.

Ben Medler. Instructor in music. Trombone.

John Mery. Instructor in music. Classical guitar, folk guitar.

Laura Mulas. Instructor in Spanish. Spanish. M.A. 2010 Portland State University. B.S. Medical College of Virginia.

James O'Banion. Instructor in music. Trumpet.

Brett Paschal. Instructor in music, director of bands, director of percussion studies. Percussion, pre-theory. M.M. 1998 University of Tennessee at Knoxville. B.M. 1996, B.A. 1996 Eastern Washington University.

Holland Phillips. Instructor in music. Viola, violin.

Randy Porter. Instructor in music. Jazz piano, jazz.

Luke Price. Instructor in music. Fiddle.

Jason Schooler. Instructor in music. Classical bass.

Bill Stalnaker. Instructor in music. French horn.

Adam Steele. Instructor in music. Choir.

Michael Stirling. Instructor in music. Hindustani vocal.

Jon Stuber. Instructor in music. Choir.

Nancy Teskey. Instructor in music. Flute.

Marie-Eve Thifault. Instructor in French. French. M.A. 2003 San Diego State University. B.A. 1999 Université du Québec à Montréal. D.S.C. 1995 Édouard-Montpetit College.

Stephanie Thompson. Instructor in music. Piano, accompanying.

Adam Trussell. Instructor in music. Bassoon.

Ines Voglar. Instructor in music. Violin.

Academic Professionals

Parvaneh Abbaspour. Science and data services librarian. M.L.I.S. 2003 McGill University. B.S. 2002 Bates College.

David Andrews. Instructor in physical education and athletics, head golf coach. B.S. 1973 University of Wisconsin-Oshkosh.

- John A. Barritt. Instructor in English language. M.A. 2009 New School University. B.A. 1986 University of California at Berkeley.
- Stephanie Beene. Visual resources coordinator. M.S. 2009 University of Texas, Austin. M.A. 2007 University of California, Riverside. B.A. 2005 Colorado State University.
- Margot Black. Director of the Symbolic and Quantitative Resource Center. M.S. 2005 University of Oregon. B.A. 2003 Lewis & Clark College.
- Tara Boatman. Assistant athletic trainer. B.A. 2003 Concordia University.
- James Bunnelle. Acquisitions/collection development librarian. M.L.I.S. 1999, B.A. 1994 University of Alabama.
- Everett J. Carter. Special collections and archives librarian. M.L.I.S. 2006, Ph.D. 2002, M.A. 1997 University of Illinois. B.A. 1993 University of Arizona.
- Shawna Cyrus. Instructor in physical education and athletics, head softball coach. B.A. 2002 Oregon State University.
- Mark Dahl. Director of Watzek Library. M.L.I.S. 1997, M.S. 1996, B.A. 1992 University of Wisconsin at Madison.
- Angela Dendas. Head strength and conditioning coach. M.S. 2010, B.S. 2007 Humboldt State University.
- Channing Dodson. Visiting instructor in English language. M.A. 2008 Portland State University. B.A. 2001 Lewis & Clark College.
- Patrick Dreves. Instructor in physical education and athletics, head tennis coach. B.A. 1995 Whitworth University.
- Mark Duntley. Dean of religious and spiritual life. Ph.D. 1988 Graduate Theological Union. M.Div. 1980 San Francisco Theological Seminary. B.S. 1977 University of Washington.
- Chris Fantz. Instructor in physical education and athletics, aquatics director, head swimming coach. M.A. 2012 Lewis & Clark College. B.A. 1999 University of Puget Sound.
- Tom Flynn. Instructor in physical education and athletics, head baseball coach. M.A. 1996 Furman University. B.A. 1991 The College of Wooster.
- Dinari Foreman. Instructor in physical education and athletics, head men's basketball coach. B.A. 1995 Lewis & Clark College.
- Joann M. Geddes. Director for Academic English Studies outreach and development. M.A. 1977 Portland State University. B.A. 1973 Simmons College.
- Suzanne L. Groth. Instructor in English language. M.A. 2002 Portland State University. B.A. 1995 University of Wisconsin at Milwaukee.
- Jacob Hales. Instructor in physical education and athletics, assistant football coach. B.S. 2008 University of Nevada, Las Vegas.
- Erica Harris. Instructor in English language. M.A. 2009, B.A. 2004 Portland State University.
- Elaine Hirsch. Library advancement coordinator. M.L.S. 1995 Indiana University. B.S. 1992 Illinois State University.
- David Hoffman. Instructor in English language. M.A. 2010 Portland State University. B.A. 2007 Western Oregon University.
- John Holzwarth. Director of the Writing Center. Ph.D. 2004, M.A. 2000 Princeton University. A.B. 1993 Colgate University.
- Eric Jackson. Instructor in physical education and athletics, assistant football coach. B.S. 1987 Eastern Michigan University.
- Asha Jordan. Instructor in physical education and athletics, head women's basketball coach. M.S. 2011 Clemson University. B.A. 2009 Occidental College.
- Daniel Kelley. Faculty outreach librarian. M.L.S. 1995 University of Maryland. B.A. 1991 Indiana University at Bloomington.
- Jay Locey. Instructor in physical education and athletics, head football coach. M.S. 1983 University of Oregon. B.S. 1978 Oregon State University.
- Jeremy Loew. Assistant athletic trainer. B.A. 1995 Lewis & Clark College.
- Stacie Matz. Instructor in physical education and athletics, head volleyball coach. B.A. 2008 Pacific Lutheran University.
- Ursala McCormick. Instructor in English language. M.E. 2008 Concordia University. B.A. 2002 The Evergreen State College.
- Carla McHattue. Instructor in physical education and athletics, assistant track and field coach. B.A. 2006 Lewis & Clark College.
- Wendy McLennan. Instructor in biology, biology laboratory stockroom coordinator. A.B. 1978 University of California at Berkeley.
- Jeremy McWilliams. Digital services coordinator. M.L.I.S. 1997 University of Washington. B.S. 1994 Oregon State University.
- Alexis E. Olson. Instructor in English language. M.A. 2008, B.A. 2002 University of Oregon.
- Isaac Parker. Instructor in physical education and athletics, assistant football coach. M.A.T. 2005, B.A. 2002 Willamette University.
- Brittney Peake. Instructor in English language. M.A. 2011, B.A. 2008 Portland State University.
- Mark Pietrok. Senior associate director of physical education and athletics, sports medicine. M.Ed. 1987, B.A. 1985 University of Portland.
- Katherine A. Rubick. Reference and instruction librarian. M.L.S. 1997 Simmons College. B.A. 1992 Kenyon College.
- Laura Shier. Instructor in English language, director of Academic English Studies program. M.A. 1989, B.A. 1985 University of Wisconsin, Madison.

Sam Taylor. Instructor in physical education and athletics, head rowing coach. B.A. 2001 University of Puget Sound.

Julia Tillinghast. Visiting instructor in English language. M.F.A. 2011 Virginia Polytechnic Institute and State University. B.A. 2004 Sarah Lawrence College.

Laura Tucker. Catalog librarian. M.L.S. 1996 University of North Texas. B.A. 1993 Brigham Young University.

Jim Tursi. Instructor in physical education and athletics, head women's soccer coach. B.A. 1981 University of Portland.

Julie Vorholt. Instructor in English language. M.A. 2000 Monterey Institute of International Studies. B.S. 1993 Kent State University.

Keith Woodard. Instructor in physical education and athletics, director of cross country and track and field. B.S. 1989 Lewis & Clark College.

Professors Emeriti

Nicole Aas-Rouxparis. Professor emerita of French. French, 20th-century French and Francophone literatures, women writers. Ph.D. 1984, M.A. 1976 University of Oregon. B.A. 1969 Portland State University.

John C. Abele. Professor emeritus of physics. Ph.D. Michigan State University.

Richard E. Adams. Professor emeritus of sociology. Ph.D. Duke University.

Anton Andereggen. Professor emeritus of French. Ph.D. University of Colorado.

Stephanie K. Arnold. Professor emerita of theatre. Greek drama, American drama, criticism, women playwrights, acting, directing. Ph.D. 1977, M.F.A. 1972, M.A. 1971 University of Wisconsin at Madison. B.A. 1969 Stanford University.

Henry M. Bair. Professor emeritus of history. Ph.D. Stanford University.

Donald G. Balmer. U.G. Dubach Professor Emeritus of Political Science. Ph.D. University of Washington.

Don E. Batten. Professor emeritus of psychology. Ph.D. Washington State University.

David M. Becker. Senior lecturer emeritus in music. Wind Symphony, Jazz Ensemble, music education, jazz history, conducting. M.M.E. 1975, B.M. 1971 University of Oregon.

Stephen Dow Beckham. Dr. Robert B. Pamplin Jr. Professor Emeritus of History. U.S. history, American West, American Indians, Pacific Northwest. Ph.D. 1969, M.A. 1966 University of California at Los Angeles. B.A. 1964 University of Oregon.

Jan E. Bender. Professor emeritus of German. Ph.D. University of Nebraska.

Stewart Buettner. Professor emeritus of art history. Ph.D. Northwestern University.

John F. Callahan. Morgan S. Odell Professor Emeritus of Humanities. Post-Civil War and 20th-century American literature, African American literature. Ph.D. 1970,

M.A. 1964 University of Illinois. B.A. 1963 University of Connecticut.

Helena M. Carlson. Professor emerita of psychology. Ph.D. University of California at Riverside.

Chana B. Cox. Senior lecturer emerita in humanities. Ph.D. 1971 Columbia University. B.A. 1964 Reed College.

John A. Crampton. Professor emeritus of political science. Ph.D. University of California at Berkeley.

Thomas D. Darrow. Professor emeritus of biology. Ph.D. Oregon State University.

Dinah Dodds. Professor emerita of German. Ph.D. University of Colorado.

Arleigh R. Dodson. Professor emeritus of chemistry. Ph.D. Michigan State University.

James A. Duncan. Professor emeritus of chemistry. Ph.D. 1971 University of Oregon. B.A. 1967 Luther College.

Douglas M. Egan. Professor emeritus of business. Ph.D. University of California at Berkeley.

Gary K. Emblen. Professor emeritus of physical education and athletics. M.S. University of Oregon.

Klaus Engelhardt. Professor emeritus of French and German. Ph.D. University of Munich.

Pietro M.S. Ferrua. Professor emeritus of French. Ph.D. University of Oregon.

Edwin R. Florance. Professor emeritus of biology. Ph.D. Oregon State University.

Mónica Flori. Professor emerita of Spanish. Ph.D. University of Oregon.

Gregory A. Fredericks. Professor emeritus of mathematics. Ph.D. Oregon State University.

Lee R. Garrett. Professor emeritus of music. D.M.A. University of Oregon.

Michaela Paasche Grudin. Professor emerita of English. Ph.D. University of California at Berkeley.

John Hart. Professor emeritus of English. Ph.D. University of Washington.

James E. Holton. Lecturer emeritus in political science. M.A. Louisiana State University.

Lloyd K. Hulse. Professor emeritus of Spanish. Ph.D. University of Cincinnati.

Steven B. Hunt. Professor emeritus of communication. J.D. Lewis & Clark Law School, Ph.D. University of Kansas.

Morton Y. Jacobs. Professor emeritus of English. Ph.D. University of North Carolina.

Stuart J. Kaplan. Professor emeritus of communication. Ph.D. University of Oregon.

Curtis R. Keedy. Professor emeritus of chemistry. Ph.D. University of Wisconsin.

Kenneth Kinnear. Professor emeritus of religious studies. D.M. University of Chicago.

Susan Kirschner. Senior lecturer emerita in humanities. Prose writing. M.A. 1969, B.A. 1967 University of Washington.

Stephen H. Knox. Professor emeritus of English. Ph.D. Pennsylvania State University.

Zuigaku Kodachi. Instructor emeritus in Japanese. M.A. University of Risscho.

Sevin Koont. Professor emeritus of philosophy. Ph.D. Southern Illinois University.

William E. Lucht. Professor emeritus of English. Ph.D. University of Iowa.

Vincent McDermott. Professor emeritus of music. Ph.D. University of Pennsylvania.

Donald S. McKenzie. Professor emeritus of biology. Ph.D. Oregon State University.

Ann Schaffert Miller. Professor emerita of music. M.M. Drake University.

Robert Miller. Senior lecturer emeritus in art. Photography. M.F.A. 1983 School of the Art Institute of Chicago. B.F.A. 1977 University of Oregon.

Clayton C. Morgareidge. Professor emeritus of philosophy. Ph.D. Duke University.

Virginia A. Neal. Professor emerita of physical education and athletics. Ph.D. University of Oregon.

Roger B. Nelsen. Professor emeritus of mathematics. Ph.D. Duke University.

Robert W. Owens. Professor emeritus of mathematics. Ph.D. Michigan State University.

Roger K. Paget. Professor emeritus of political economy and Asian studies. Ph.D. Cornell University.

Reinhard G. Pauly. Professor emeritus of music. Ph.D. Yale University.

Richard L. Peck. Professor emeritus of international affairs. Ph.D. Yale University.

C. Gary Reiness. Professor emeritus of biology. Cell biology, neurobiology, development of the vertebrate nervous system. Ph.D. 1975, M.Phil. 1974 Columbia University. B.A. 1967 Johns Hopkins University.

Edgar S. Reynolds. Professor emeritus of theatre. Ph.D. University of California at Berkeley.

Richard L. Rohrbaugh. Paul S. Wright Professor Emeritus of Christian Studies. S.T.D. San Francisco Theological Seminary.

William A. Rottschafer. Professor emeritus of philosophy. Ph.D. Boston University.

Harold J. Schleaf. Professor emeritus of economics. Ph.D. 1977 University of Chicago. M.S. 1970 Oregon State University. B.S. 1966 Valparaiso University.

Steven R. Seavey. Professor emeritus of biology. Ph.D. Stanford University.

Gilbert Seeley. James W. Rogers Professor Emeritus of Music. D.M.A. University of Southern California.

Phillip T. Senatra. Professor emeritus of economics. Ph.D. University of Iowa.

Dell Smith. Registrar emeritus. Ph.D. Oregon State University.

Lois M. Smithwick. Professor emerita of health and physical education. M.Ed. Lewis & Clark College.

Michael Taylor. Professor emeritus of art. M.F.A. University of California at Los Angeles.

Hester H. Turner. Professor emerita of education and health and physical education. Ed.D. Oregon State University.

Jean M. Ward. Professor emerita of communication. Ph.D. University of Oregon.

Bruce West. Senior lecturer emeritus of art and sculpture. B.S. University of Oregon.

Richard A. Willis. Professor emeritus of theatre. Ph.D. Northwestern University.

Bernard R. Wolff. Professor emeritus of education. D.Ed. University of Oregon.

Phyllis A. Yes. Professor emerita of art. Ph.D. University of Oregon.

Administrators

The College of Arts and Sciences administration provides daily support for faculty, students, and staff in realizing our mission.

Office of the President

President Barry Glassner

Executive Assistant/Board Relations Tina Blackwell

Special Assistant Annette Lanier

Vice President, Secretary of the College, and General Counsel David Ellis

Executive Assistant to the Vice President, Secretary, and General Counsel Leslie Thomas

Ombudsperson Valerie White

Office of the Provost

Vice President and Provost Jane Monnig Atkinson

Associate Provost for Institutional Research and Planning Mark Figueroa

Dean of Religious and Spiritual Life Mark Duntley

Director of the Ronna and Eric Hoffman Gallery of Contemporary Art

Linda Tesner

Director of Campus Safety Tim O'Dwyer

Chief Technology Officer Adam Buchwald

Director of Client Services Kelly Wainwright B.A. '90, M.A.T. '99

Director of Information Systems Brad Wilkin B.S. '88

Director of Infrastructure Trevor Dodson

Director of Instructional Media Services Patrick Ryall

Office of the Dean of the College of Arts and Sciences

Dean of the College of Arts and Sciences Catherine Gunther Kodat

Executive Assistant Terri Banasek

Associate Dean for Student Academic Affairs John Krussel

Associate Dean for Faculty Development Bruce Suttmeier

Assistant Dean for Student Academic Success Carla Harclerod

Registrar Judy Finch

Director of Academic Advising Janet Davidson

Director of Academic English Studies Laura Shier

Director of the Symbolic and Quantitative Resource Center Margot Black

Director of Overseas and Off-Campus Programs Larry A. Meyers

Director of Sponsored Research Kelly DelFatti

Director of the Aubrey R. Watzek Library Mark Dahl

Director of the Writing Center John Holzwarth

Office of the Dean for Enrollment and Communications

Dean for Enrollment and Communications Lisa D. Meyer

Director of Admissions Erica L. Johnson B.A. '98

Associate Dean of Admissions Erika Lynn Quiggins

Associate Dean of Admissions Karin Dobbins Sherer

Senior Assistant Dean of Admissions and East Coast Regional Representative Peter McKay

Assistant Dean of Admissions and Coordinator of Multicultural Recruitment Nathan Baptiste

Assistant Dean of Admissions Sara Calvert-Kubrom B.A. '06

Assistant Dean of Admissions Hollie Elliott

Assistant Dean of Admissions Caitlin Harper B.A. '10

Admissions Counselor Serena Ancheta B.A. '12

Admissions Counselor Jordan Brown

Admissions Counselor David Jenkins B.A. '15

Director of Financial Aid Anastacia Dillon

Associate Director of Financial Aid Karen Fobert

Associate Director of Financial Aid Sheila Jacob

Assistant Director of Financial Aid TBA

Assistant Director of Financial Aid Kelsey Neussl B.A. '09

Financial Aid Counselor Jessica Black

Executive Director of Public Affairs and Communications Joe Becker

Director of Marketing and Communications Stacey Nichols Kim B.A. '94

Director of New Media Morgan Grether

Director of Public Relations Roy Kaufmann

Senior Communications Officer and Art Director Amy Drill

Senior Communications Officer and Editor, *Chronicle* Shelly Meyer

Office of the Dean of Students

Dean of Students Anna Gonzalez

Associate Dean of Student Engagement Cathy Busha

Associate Dean of Students and Director of International Students and Scholars Brian White

Associate Dean of Students, Director of Wellness Services, and Chief Psychologist John Hancock

Senior Director of Alumni and Parent Programs Andrew McPheeters

Director of Physical Education and Athletics Shana Levine

Director of College Outdoors Joe Yuska

Director of Housing and Orientation Sandi Bottemiller

Director of Student Activities Jason Feiner

Director of Inclusion and Multicultural Engagement Tonya Daniel

Director of Student Leadership and Service Harold McNaron

Director of Student Support Services Rachel Orlansky

Director of Student Rights and Responsibilities Charlie Ahlquist

Director of the Career Center Rocky Campbell

Associate Director of Campus Living Jack Harris

Associate Director of the Career Center Nina Olken

Associate Director of the Career Center Adonica DeVault

Associate Director of Counseling Services Michelle Kirton

Associate Director of Health Promotion and Wellness Melissa Osmond

Associate Director and Nurse Practitioner Elizabeth Austin

Senior Associate Athletic Director Mark Pietrok

Associate Director of Physical Education and Athletics Sharon Sexton

Division of Finance

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