

Lewis & Clark College
Catalog 2010-11



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

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of 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, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

Questions or complaints regarding Lewis & Clark's equal opportunity policies and practices may be directed to the vice president and provost at 503-768-7200. Complaints of discrimination or harassment by faculty or staff may be directed to the associate vice president and director of human resources or Lewis & Clark's ombudsperson, in accordance with the Discrimination and Harassment Complaint Procedure posted at go.lclark.edu/discrimination_and_harassment.

Disability-related reasonable accommodation requests for academic or residence living matters may be directed to the director of student support services at 503-768-7156 or access@lclark.edu. Questions about the Americans With Disabilities Act may be directed to the associate vice president and director of human resources at 503-768-6239.

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

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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 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

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

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

Academic Calendar

2010-11

	Fall	Spring
Payment of semester tuition due	Aug. 5, 2010	Dec. 9, 2010
New Student Orientation	Aug. 25-29	
New student registration (on campus)	Aug. 27-28	
Martin Luther King Jr. Day (no classes)		Jan. 17
First day of classes	Aug. 30	Jan. 18
Labor Day (no classes)	Sept. 6	
Last day to register	Sept. 10	Jan. 28
Last day to select credit-no credit	Sept. 10	Jan. 28
Last day to add/drop courses ¹	Sept. 10	Jan. 28
Fall break (no classes)	Oct. 7-10	
Spring break (no classes)		Mar. 19-27
Registration advising	Oct. 13-Nov. 5	Mar. 9-Apr. 1
Last day to request leave of absence for following semester	Nov. 1	Apr. 1
Registration for following semester ²	Nov. 8-18	Apr. 4-13
Last day to withdraw from a course ¹	Nov. 5	Apr. 1
Thanksgiving break (no classes)	Nov. 25-28	
Last day of classes	Dec. 8	Apr. 28
Reading days	Dec. 9-10	Apr. 29-30
Final examinations	Dec. 11, 13-15	May 2-5
Vacation period begins	Dec. 16	May 6
Last day to make up incomplete grades:		
For spring 2010 semester	Sept. 24, 2010	
For fall 2010 semester	Feb. 11, 2011	
For spring 2010 semester		Sept. 23, 2011
Degree application filing deadlines:		
For December 2010 degree	May 1, 2010	
For May 2011 degree	Oct. 15, 2010	
For August 2011 degree		Mar. 1, 2011
Official degree date for each semester	Dec. 31, 2010	May 8, 2011
Commencement		May 8, 2011
	Summer session I	Summer session II
Registration opens ²	Mar. 4, 2011	Mar. 4, 2011
First day of classes	May 16	June 27
Last day to settle summer account	May 16	June 27
Last day to add/drop courses ¹	May 17	June 28
Last day to select credit-no credit	May 17	June 28
Memorial Day (no classes)	May 30	
Independence Day observed (no classes)		July 4
Last day to withdraw from a course ¹	June 10	July 22
Last day of classes	June 24	Aug. 5
Official degree date		Aug. 31
Last day to make up incomplete grades for summer 2010	Sept. 24, 2010	Sept. 24, 2010
Last day to make up incomplete grades for summer 2011	Sept. 23, 2011	Sept. 23, 2011

¹ For the policy of enrollment changes and charge adjustment, see Policies and Procedures, Changes in Registration and Enrollment Status, and General Information, Costs.

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

The Liberal Arts

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

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

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

- 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.³ The standard course at the College of Arts and Sciences is assigned 4 credits, and meets in class for three or more hours each week. Students should expect to spend an average of two hours outside of class preparing for each hour in class. The average student course load is 16 credits per semester.

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

Graduation Requirements

Undergraduate work at Lewis & Clark leads to the bachelor of arts degree. The basic requirements for the degree are as follows:⁴

- 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, defined as 60 semester credits taken at Lewis & Clark, including at least 28 of the final 32 semester credits.
- A cumulative grade point average of 2.000 or higher.
- Satisfactory completion of the General Education requirements. (See details in following sections.)
- 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.

General Education Requirements

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

³ 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.

⁴ Graduation requirements in this catalog apply to students entering Lewis & Clark in fall 2010 or later. Other students are subject to the requirements in effect when they entered and should refer to the appropriate catalog.

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

EXPLORATION AND DISCOVERY (8 semester credits)

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

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 under Core in the Programs of Study section in this catalog.

CORE REQUIREMENTS

Students must complete the Core requirement in their first two semesters at Lewis & Clark College. Students normally may not withdraw from this course. Students who fail to successfully complete a Core course, are allowed to withdraw from a Core course, or are approved to take a leave of absence during a semester in which taking Core would be required, 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.

Transfer Students Students transferring to Lewis & Clark in the fall with fewer than 16 semester credits⁵ must take Exploration and Discovery—Core 106 and 107—in their first year. Those who enter in

⁵ Advanced standing (e.g., AP and IB) credit excluded.

January must take Core 107 in the spring semester and Core 106 the following fall.

All transfer students with 16 to 28 semester credits,⁶ of which 3 or more credits are from an approved writing-intensive course, must take either Core 106 or 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 107 are required in the first two semesters.

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

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

INTERNATIONAL STUDIES (8 semester credits)

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

- By completing International Studies 240 and 241 on a Lewis & Clark overseas study program (8 semester credits).
- By completing a total of 8 semester credits from a Lewis & Clark overseas study program 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 152, 153, 207, 254, 256, 352, 355, and 356

Chinese 230, 231, 290, 291, and 410

Communication 330 and 340

Economics 232, 280, 295, and 314

English 319

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

Gender Studies 231

German Studies 230, 350, 410, 411 (Munich only), and 450

History 110, 111, 112, 120, 121, 141, 142, 209, 210, 211, 213, 215, 217, 218, 221, 222, 224, 225, 226, 228, 242, 259, 310, 311, 313, 316, 320, 323, 325, 328, 345, 347, and 348

International Affairs: All courses

Japanese 230, 231, 290, 291, and 410

Latin American Studies 200

Music 105, 164, 276, 305, and 306

⁶ Advanced standing (e.g., AP and IB) credit excluded.

Philosophy 201, 207, and 301
 Political Science 102, 265, 354, and 430
 Psychology 190, 345, and 390
 Religious Studies 241, 242, 243, 251, 273, 274, 354, 450, and 452
 Russian 230, 290, 410
 Sociology/Anthropology 225, 261, 266, 270, 273, 274, 275, 280,
 281, 285, 350, 352, 353, 355, 363, and 385
 Spanish 230, 440, and 450
 Theatre 251 (London)

SCIENTIFIC AND QUANTITATIVE REASONING (12 semester credits)

Just as liberally educated people have knowledge and appreciation of the humanities, creative arts, and social sciences, and have the ability to communicate clearly and effectively, they also have knowledge and appreciation of science and know how to reason scientifically and quantitatively. Therefore a liberal education must include the study of mathematics and the natural sciences and an understanding of their methods of inquiry. Such understanding includes familiarity with the observational procedures employed by all the sciences: as in laboratory and field work; the theories and methods that constitute the tools and subject matter of scientific research; and the quantitative, qualitative, philosophical, social, and aesthetic dimensions of work in the natural and social sciences.

All graduates from Lewis & Clark 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.

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

Category A: Science Laboratory⁷

(All students must take one course.)

Biology: 100, 107, 114, 115, 141, 151, and all courses at the 200 level that include laboratory

Chemistry: 100, 105, 110, 114, 120, 210, and 220

Geology: 114 and 150

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

Physics: 114, 141, 142, 151, 152, and 201

Category B: Mathematical and Quantitative Reasoning: Sciences⁸

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

Biology: 114

Chemistry: 100, 110, 114, and 120

Environmental Studies: 220

Geology: 114 and 280

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

Physics: 105, 110, 114, 141, 142, 151, 152, 202, 205, 251, and 252

Category C: Quantitative Reasoning: Humanities and Social Sciences⁸

(Students may take one course.)

Communication: 260

Economics: 100, 103, 212, and 215

Philosophy: 101

Political Science: 201 and 252

Psychology: 200, 300, and 311

Sociology/Anthropology: 201

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

CREATIVE ARTS (4 semester credits)

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

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

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

outside their majors. Courses that may be applied toward the creative arts requirement are listed below.

Art: All courses

English: 200, 201, 208, 300, and 301

Gender Studies: 300

Music: All courses

Philosophy: 203

Theatre: 106, 107⁹, 108⁹, 113, 208⁹, 213, 214, 216, 218, 220, 234, 249, 250, 251, 252⁹, 275, 281, 282, 283, 308, 313, 350, 351, 381, and 382

FOREIGN LANGUAGE (proficiency requirement)

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

At Lewis & Clark 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. This requirement may be satisfied 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.)
- By placing into 202 or above on the foreign language placement examination.
- By earning a score of 4 or 5 on an Advanced Placement Language or Literature Examination; or a score of 5, 6, or 7 on an International Baccalaureate Higher Level Language Examination.

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

PHYSICAL EDUCATION/ACTIVITY (two semester courses)

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

⁹ The requirement may be met by taking one beginning and one advanced technique course in the same area. Four semester credits are required to fulfill the creative arts requirement.

these courses, students are encouraged to recognize the importance of physical activity as a lifelong pursuit.

Physical Education and Athletics courses that may be counted toward this requirement are numbered 101, 102, 141, and 142. Theatre dance courses that may be counted toward this requirement are 106, 107, 108, 208, 252, 308, and 350. Theatre courses counting toward this requirement may be taken credit-no credit. Music Performance 150 may be counted toward this requirement.

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

LIBRARY USE, BIBLIOGRAPHIC INSTRUCTION, AND INFORMATION/ELECTRONIC COMPETENCY

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

Policies and Procedures

Academic Integrity Policy

PRINCIPLES OF CONDUCT

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

ACADEMIC INTEGRITY

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

ACADEMIC INTEGRITY IN PRACTICE

Lewis & Clark believes that each member of the community is responsible for the integrity of his or her individual academic performance. In addition, because each act of dishonesty harms the entire community, all individuals—students, faculty, and staff members alike—are responsible for encouraging the integrity of others by their own example, by confronting individuals they observe committing dishonest acts, and/

or by discussing such actions with a faculty member or academic dean, who will respect the confidentiality of such discussions. When any individual violates this community's standards, Lewis & Clark is committed as a community to take appropriate steps to maintain standards of academic integrity.

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

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

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

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

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

Academic Standing

ACADEMIC STANDING RULES AND REGULATIONS

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

The registrar uses a set of report categories to inform a student when performance is unsatisfactory. These categories are as follows:

Warning Academic warning expresses concern that a possible problem is developing. Warnings are not recorded on the student's official transcript.

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

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

- Earn at least 12 credits in letter-graded work from another institution. The credits must be transferable to Lewis & Clark. (Consult with the Office of the Registrar for applicable courses.)
- Earn a minimum GPA of 2.500 in these 12 credits.
- Submit a written request to the registrar. The request should contain the following: **a)** Personal assessment of the reason for poor performance; **b)** An explanation of how the student plans to overcome the difficulty, along with a proposed academic plan; **c)** An official transcript of all coursework completed elsewhere during the absence from Lewis & Clark.

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

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

ACADEMIC STANDING CRITERIA

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

To be removed from academic warning or probation, a student must earn at least a semester GPA of 2.0 with at least 12 semester credits in that semester, and have a cumulative GPA above 2.0.

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

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

ACADEMIC STANDING APPEAL PROCESS

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

COCURRICULAR ELIGIBILITY

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

Definition of Class Standing

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

First year: 0-28 semester credits

Sophomore: 29-60 semester credits

Junior: 61-92 semester credits

Senior: 93 semester credits and above

Standard Academic Progress

Standard academic progress is based on the completion of 128 semester credits over a four-year or eight-semester period, which will normally require completion of 32 semester credits per year. Some variation of up to 3 semester credits below this level is permitted, but the cumulative total of semester credits completed by the end of each

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

year must be equivalent to the number required for promotion to the next class standing. Thus, a student is deemed to be making standard academic progress who completes 29 semester credits by the end of the first year, 61 semester credits by the end of the second year, and 93 semester credits by the end of the third year. Mathematics 055 is considered part of the academic course load and is used to calculate standard academic progress, but it cannot be counted as part of the 128 semester credits required for graduation.

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

Advanced Standing

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE

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

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

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

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

Department	Elective credit	Course equivalent	Placement
Art	AP Art History 5: Four credits toward the 44 required for studio art or art history major.	Art 101 or 111.	
	AP Art History 4: Credits granted toward graduation, but not toward major.		Eligible for 200 or 300-level art history courses. Consult department chair.

Department	Elective credit	Course equivalent	Placement
Biology	AP 5 or IB 7: Four credits toward the 43 required for biology major.	AP 5 is equivalent to Biology 151. IB 7 is equivalent to Biology 141 or 151, depending on focus of IB course. In all cases, only 4 credits are given.	Consult department chair.
	AP 4 or IB 6: Credits granted toward graduation, but not toward major.		Consult department chair.
Chemistry	AP 5 or IB 7: Four credits toward the 40 required for chemistry major.	Chemistry 110 (although only 4 credits are given).	Chemistry 120 or 210. Consult department chair.
	AP 4 or IB 6: Credits granted toward graduation, but not toward major.		May petition department chair for placement into Chemistry 120.
Economics	AP 4 or 5, or IB 6 or 7 in both microeconomics and macroeconomics: Four credits toward the 44 required for economics major.	Economics 100.	
	AP Statistics 4 or 5: Four credits toward the 44 required for economics major.	Economics 103.	
English			AP 4 or 5, or IB 6 or 7: Placement into English 205 or 206. Consult department chair.
Environmental Studies	AP 5: Four credits toward 63 required for environmental studies major.	Biology 141 (although only 4 credits are given).	
Foreign Languages and Literatures	Credits received for AP or IB exam results are not applicable toward majors in this department.	AP 4 or 5 on language or literature examinations and IB 5, 6, or 7 on higher-level examinations meet General Education requirement in foreign languages.	

Department	Elective credit	Course equivalent	Placement
History			AP 4 or 5, IB 6 or 7: Suggests students are eligible for 200- or 300-level history courses.
Mathematical Sciences	Credits received for AP exam results in mathematics and computer science are not applicable toward majors in this department.	AP Calculus AB 4 or 5 is equivalent to Mathematics 131. AP Calculus BC 4 or 5 is equivalent to Mathematics 131 and 132.	Consult department chair.
Physics		AP 5 in Physics C (mechanics) is equivalent to Physics 141 or 151 (although only 4 credits are given).	Consult department chair.
Political Science	AP U.S. Government and Politics 5 and AP Comparative Government and Politics 5 may count toward the 44 credits required for political science major; consult department chair.		Consult department chair.
Psychology	AP 4 or 5, IB 6 or 7: Four credits toward the 40 required for psychology major.	Psychology 100.	Students with AP 4 or IB 6 are encouraged to enroll in Psychology 100.
	AP Statistics 4 or 5: Four credits toward the 40 required for psychology major.	Psychology 200.	

See also Graduation Requirements in this catalog (Scientific and Quantitative Reasoning [footnote 7] and Foreign Languages).

CREDIT BY EXAMINATION

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

Course Registration

COURSE LOAD POLICIES

Students must complete a minimum of 128 semester credits for graduation. The normal full-time course load is 16 semester credits. To be

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

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

Other Private Colleges and Universities Lewis & Clark participates in a cross-registration program with other members of the Oregon

Independent Colleges Association (OICA). Under this program, full-time Lewis & Clark students may enroll in one undergraduate course per semester at another OICA campus without paying additional tuition. However, the host campus may charge special course fees (such as laboratory fees) that apply to all students enrolled in the course. Not all courses at host institutions are covered by the program.

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

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

PRACTICA, INTERNSHIPS, DIRECTED STUDY, AND INDEPENDENT STUDY

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

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

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

299/499 *Directed and Independent Studies* Courses numbered 299 and 499 are available for directed and independent pursuit of faculty-supervised study. Topics are limited to those not addressed by the existing curriculum. Such experiences range from studies in which an instructor provides considerable supervision (e.g., convenes small classes or meets regularly with research teams) to independent studies

in which students consult with faculty to develop a more autonomous project. Departments determine whether 299 or 499 credit is more appropriate and whether to title a particular experience directed or independent study. Letter grades are the default, but these activities can also be graded on a credit-no credit basis (following the normal procedures for credit-no credit grading).

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

- Students may earn 1 to 4 semester credits from any single course numbered 244/444 or 299/499, and up to 4 credits from such courses in a single semester. Students may not apply more than 16 credits total of practicum, internship, directed, or independent study credit toward graduation requirements, and no more than 8 of those 16 semester credits may be from courses numbered 244 or 444. Credit earned for practicum and internship experiences under other course numbers is included in the 16-credit limitation.
- 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. A suggested metric is 2.5 to 3 hours per week per credit over a 14-week term.
- 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.

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.

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.

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 during the first two weeks of the semester.¹¹ The instructor's signature is required on this form. First-year students must also obtain the consent of their academic advisor to add a course. Students are not normally permitted to add courses after the second week of the semester.¹¹

Any student seeking to change sections of the required first-year course, Exploration and Discovery, must have the approval of the Core program coordinator. 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

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

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 dean of students (or an associate dean) before completing the online 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.

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 in this catalog.

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 to explore how the leave will fit into the overall academic plan. The request for the leave of absence is completed online, and following review by the dean of the College of Arts and Sciences and the dean of students is forwarded to the 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 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 in the Admission 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 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 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 meet with the dean of students before completing their 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.

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.

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.

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, 2010, for May 2011 degree date

March 1, 2011, for August 2011 degree date

May 1, 2011, for December 2011 degree date

Family Educational Rights and Privacy Act

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

Grading System

GRADES

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

A Outstanding work that goes beyond analysis of course material to synthesize concepts in a valid and/or novel or creative way.

B Very good to excellent work that analyzes material explored in class and is a reasonable attempt to synthesize material.

C Adequate work that satisfies the assignment, a limited analysis of material explored in class.

D Passing work that is minimally adequate, raising serious concern about readiness to continue in the field.

F Failing work that is clearly inadequate, unworthy of credit.

DFD Deferred. A temporary designation normally used at the end of a semester for a course continuing for two semesters. When the full sequence is completed, the given grade applies to both semesters.

I Incomplete. An Incomplete grade may be assigned at the discretion of the instructor when a student has been unable to complete the coursework in the normal time period. An Incomplete for Core 106 or 107 must also be approved by the Core director. It is the responsibility of the individual faculty member—in consultation with the student—to decide whether the student has a legitimate reason for not completing the work on time. In general the Incomplete grade is used when circumstances beyond the control of the student prevent completion of the course.

When an Incomplete grade is assigned, the completed coursework must be submitted to the instructor of record no later than the end of the fourth week of the following semester, unless otherwise arranged with the instructor and the registrar, as well as the Core director in the case of Core 106 or 107. An Incomplete 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 when the course was taken. An Incomplete grade may not be carried beyond a student's graduation date. Upon expiration, an unresolved Incomplete grade becomes an F or NC, depending on the grading option for the course.

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

requirements at the level of C (2.000) receive a designation of No Credit (NC).

Most courses are offered for a letter grade. In certain cases, a student may request the CR-NC option by filing a special form with the registrar during the add/drop period at the beginning of the semester. Consent of the instructor is required for the CR-NC option in regularly graded courses. This option may not be changed after it is filed.¹² In courses designated CR-NC only, a student may not request a letter grade. CR-NC grades are not used for calculating the student's GPA. Lewis & Clark does not limit the number of courses that may be taken on a CR-NC basis.

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

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

GRADE POINT AVERAGE

Letter grades are converted to a numerical equivalent as follows:

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

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

GRADE REPORTS

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

ACADEMIC GRIEVANCE PROCEDURE

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

If unable to reach a resolution, the student and faculty member will request assistance from the department chair or program director. If this attempt at resolution is unsuccessful, either party may submit a

¹² 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.

formal written appeal to the Dean of the College of Arts and Sciences, whose decisions in matters of academic grievances are final.

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

Honors

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

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

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

The Dr. Robert B. Pamplin Jr. Society of Fellows singles out and brings together students and teachers of the highest caliber in a life-long association beginning with study at Lewis & Clark. The fellows are chosen by the president of Lewis & Clark from students who show exceptional potential for leadership, maintain a superior GPA (normally 3.75 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.

Majors and Minors

MAJORS¹³

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

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

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

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

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

DOUBLE MAJORS

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

STUDENT-DESIGNED MAJORS

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

¹³ For a complete list of majors and minors offered by Lewis & Clark, see the College Profile in this catalog.

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, because they must initiate it no later than the first semester of the junior year. Transfer students seeking to undertake a student-designed major must follow the same timeline.

A student-designed major must consist of courses from more than one department, and must include a balance between upper- and lower-division courses and a senior-year project that integrates work in the major. The senior project can take the form of a thesis, internship, creative project, or artistic performance for which students receive 4 credits in SD 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 Dean of the College of Arts and Sciences) no later than the third week of the semester in which the process is initiated. No proposal may be initiated later than the first semester of the junior year (defined as the fourth semester before the student's anticipated graduation date).
- 3) Submit to the Office of the Registrar (on forms provided by the Office of the Dean of the College of Arts and Sciences) an application that includes the following: **a)** A clearly written rationale for the major, describing the integration of the disciplinary elements in detail and the focus of the proposed course of study; **b)** A brief description of the anticipated senior project; **c)** A list of courses to be completed and the sequence of study that will compose the major; and **d)** The signatures of three faculty members who approve the proposal and agree to serve as the faculty advisory committee.
- 4) Submit to the Registrar's Office 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 declaring a student-designed major 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).

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.

MINORS¹⁴

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

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

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

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

Modification of Requirements

Students may petition to have an academic requirement 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.

Veterans

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

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

¹⁴ For a complete list of majors and minors offered by Lewis & Clark, see the College Profile in this catalog.

Academic English Studies

DIRECTOR: JOANN M. GEDDES

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

PROGRAM OF STUDY

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

ADMISSION

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

COSTS

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

FACULTY

Deborah Anholt, instructor.

John A. Barritt, instructor.

Joann M. Geddes, instructor.

Ursula McCormick, visiting instructor.

Pamela Minet-Lucid, visiting instructor.

Julie Vorholt, instructor.

Christine Wallin, instructor.

AES 101 INTERMEDIATE READING FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

Content: English language study with a focus on reading strategies, vocabulary expansion, and critical thinking through intensive reading exercises and extensive reading of adapted literary sources. Emphasis on reading speed, accuracy, fluency, general comprehension. Not applicable toward graduation.

Prerequisite and/or restriction: Placement exam.

Taught: Each semester, 4 semester credits (two 2-credit sections in summer). May be repeated for a total of 8 semester credits.

AES 102 INTERMEDIATE WRITING FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

Content: English language study with a focus on sentence and paragraph structure. Sentence variety, topic sentences, punctuation, grammar, drafting, and process writing emphasized. Introduction to a variety of rhetorical patterns. Not applicable toward graduation.

Prerequisite and/or restriction: Placement exam.

Taught: Each semester, 4 semester credits (two 2-credit sections in summer). May be repeated for a total of 8 semester credits.

AES 103 INTERMEDIATE COMMUNICATION SKILLS FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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.

Prerequisite and/or restriction: Placement exam.

Taught: Each semester, 4 semester credits (two 2-credit sections in summer). May be repeated for a total of 8 semester credits.

AES 105, 106 INTERMEDIATE CONTENT-BASED TOPICS FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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: half-semester. Students take two modular courses each term. Not applicable toward graduation.

Prerequisite and/or restriction: Placement exam.

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

AES 110 HIGH INTERMEDIATE READING FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

Prerequisite and/or restriction: Placement exam.

Taught: Each semester, 4 semester credits (two 2-credit sections in summer).

AES 120 HIGH INTERMEDIATE WRITING FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

Prerequisite and/or restriction: Placement exam.

Taught: Annually, 4 semester credits (two 2-credit sections in summer). May be repeated for a total of 8 semester credits.

AES 130 HIGH INTERMEDIATE COMMUNICATION SKILLS FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

Prerequisite and/or restriction: Placement exam.

Taught: Annually, 4 semester credits (two 2-credit sections in summer). May be repeated for a total of 8 semester credits.

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

Anholt, Barritt, Geddes, Vorholt, Wallin

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

Prerequisite and/or restriction: Placement exam.

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

AES 210 ADVANCED READING FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

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

Taught: Each semester, 4 semester credits (two 2-credit sections in summer). May be taken for a total of 4 semester credits.

AES 221, 222 ADVANCED WRITING FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

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

Taught: Each semester, 4 semester credits (two 2-credit sections in summer). May be taken for a total of 4 semester credits.

AES 230 ADVANCED SPEECH COMMUNICATION FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

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

Taught: Annually, 4 semester credits.

AES 240 SEMINAR FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

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

Taught: Each semester, 4 semester credits (two 2-credit sections in summer).

May be repeated for a total of 8 semester credits with change of topic.

AES 244 PRACTICUM

Anholt, Barritt, Geddes, Vorholt, Wallin

Content: Opportunities for well-prepared students to apply English language training to practical work in the private or public sector. Specific activities vary, usually involving work with a public agency or private group. Students must consult the faculty supervisor about the program prior to enrolling, submit a weekly e-mail journal, and write a final report on the practicum experience. This course is not available to AES-only students. Federal authorization is required for curricular practical training for international students.

Prerequisite and/or restriction: Academic English Studies 120 or 220.

Taught: Annually, 1-4 semester credits.

AES 250, 251 ADVANCED CONTENT-BASED TOPICS FOR NONNATIVE SPEAKERS

Anholt, Barritt, Geddes, Vorholt, Wallin

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

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

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

AES 260 INTRODUCTION TO MODES OF INQUIRY

Anholt, Barritt, Geddes, Vorholt, Wallin

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 4 semester credits.

Anthropology

See *Sociology and Anthropology* in this catalog.

Art

CHAIR: BENJAMIN DAVID

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

Students majoring in studio art or in art history develop the creative and critical skills necessary to pursue a life of making art or to undertake a life of

scholarship and teaching. Students are also well prepared for careers in gallery, museum, and arts administration.

THE MAJOR PROGRAMS

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

Students majoring in studio art must choose a medium in which to specialize. Studio areas are ceramics, drawing, painting, photography, and sculpture. Because an introductory-level studio course is fundamental to more advanced work, the department encourages studio art majors to take Art 102 (Two-Dimensional Foundations) or 103 (Three-Dimensional Foundations) in their first year and before taking any other 100-level courses. Majors are required to take Art 102 or 103 no later than the end of their sophomore year. To allow for the planning required in the junior and senior years of the studio art major, students must declare the major and select a faculty advisor by the end of their sophomore year. Studio art majors must present examples of their work, including foundation work, for review to the entire department faculty at the end of the sophomore year or the beginning of the junior year. Before beginning work on the required senior project, studio art majors must complete at least two semesters of work in their chosen medium in addition to Art 102 or 103.

Art history majors must take a variety of courses in different areas and complete one of the relevant introductory-level prerequisites before undertaking more advanced work. Art history majors are encouraged to take History 300, Philosophy 203, or Sociology/Anthropology 245 before taking Art 493 (Senior Seminar).

Studio Art

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

Art History

101 History of Western Art: Ancient to Medieval
111 History of Western Art: Renaissance to 20th Century
152 History of East Asian Art: China
153 History of East Asian Art: Japan and Korea
201 Modern European Art

- 207 Pre-Columbian Art
- 254 History of Buddhist Art
- 256 Modern and Contemporary Chinese Art
- 302 History of Photography
- 304 History of American Art
- 305 Early Renaissance Art and Architecture
- 306 High Renaissance Art and Architecture
- 309 Art of New York
- 333 Dante and the Visual Arts
- 355 Early Modern Art in Asia and Europe
- 356 Art of the Print in Early Modern East Asia
- 401 Art After 1945
- 451 Special Topics in Art History
- 493 Senior Seminar: Art History
- 499 Independent Study

MAJOR REQUIREMENTS: STUDIO ART

A minimum of 44 semester credits, distributed as follows:

- Three courses in art history: 101 or 111, 152, 153, 207, or 256, and at least one art history course at the 200 level or higher.
- One course in foundations to be taken before the junior year: 102 or 103.
- One course in drawing or painting: 115 or 117.
- One course in sculpture or ceramics: 113 or 116.
- Three elective courses in studio art.
- Senior seminar: 411.
- Senior project: 490A and 490B.

MAJOR REQUIREMENTS: ART HISTORY

A minimum of 44 semester credits, distributed as follows:

- Three art history courses from the following (choose at least one Western and one non-Western offering): Art 101, 111, 152, 153, 207, or 256.
- Any two studio art courses.
- History 300, Sociology/Anthropology 245, or Philosophy 203.
- Four elective courses in art history, at least two of which must be at the 300 or 400 level, and at least one of which must be in East Asian art or pre-Columbian art at the 200 level or higher. Classical Studies 200 may be taken as an elective course for the art history major.
- Senior seminar: 493. Must be taken in the fall semester before graduation.

MINOR REQUIREMENTS: ART AND ART HISTORY

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

- Two courses in art history: 101 or 111, and 152, 153, or 207.
- One course in two-dimensional studio art: 102, 115, 117, or 120.
- One course in three-dimensional studio art: 103, 113, or 116.
- Two elective courses in studio art or art history.

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

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.

RESOURCES FOR NONMAJORS

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

FACILITIES

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

FACULTY

Debra Beers, senior lecturer. Drawing.

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

Garrick Imatani, assistant professor. Foundations.

Matthew Johnston, assistant professor. Modern art history.

Robert Miller, senior lecturer. Photography.

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

Mike Rathbun, visiting assistant professor. Sculpture.

Cara Tomlinson, assistant professor. Painting.

Theodore W. Vogel, associate professor. Ceramic sculpture.

ART 101 HISTORY OF WESTERN ART: ANCIENT TO MEDIEVAL

David, Johnston

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 102 TWO-DIMENSIONAL FOUNDATIONS

Imatani

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 103 THREE-DIMENSIONAL FOUNDATIONS

Imatani

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

material and space, and gaining an appreciation of materials as a realm for problem solving and decision making.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 111 HISTORY OF WESTERN ART: RENAISSANCE TO 20TH CENTURY

David, Johnston

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 113 SCULPTURE I

Rathbun

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 115 DRAWING I

Beers

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 116 CERAMICS I

Vogel

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 117 PAINTING I

Tomlinson

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

Prerequisite and/or restriction: None. Students must have a 35mm film camera.

Taught: Annually, 4 semester credits.

ART 120 PHOTOGRAPHY I

Miller

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

Prerequisite and/or restriction: None. Students must have a 35mm film camera.

Taught: Annually, 4 semester credits.

ART 152 HISTORY OF EAST ASIAN ART: CHINA

Odell

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 153: HISTORY OF EAST ASIAN ART: JAPAN AND KOREA

Odell

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ART 201 MODERN EUROPEAN ART

Johnston

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

Prerequisite and/or restriction: None. Art 111 recommended.

Taught: Alternate years, 4 semester credits.

ART 207 PRE-COLUMBIAN ART

Johnston

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

Prerequisite and/or restriction: Core 106 and 107.

Taught: Alternate years, 4 semester credits.

ART 213 SCULPTURE II

Rathbun

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

Prerequisite and/or restriction: Art 113.

Taught: Annually, 4 semester credits.

ART 215 DRAWING II

Beers

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

Prerequisite and/or restriction: Art 115.

Taught: Annually, 4 semester credits.

ART 216 CERAMICS II

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.

Prerequisite and/or restriction: Art 116.

Taught: Annually, 4 semester credits.

ART 217 PAINTING II

Tomlinson

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

Prerequisite and/or restriction: Art 117.

Taught: Annually, 4 semester credits.

ART 220 PHOTOGRAPHY II

Miller

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

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

Taught: Annually, 4 semester credits.

ART 221 ALTERNATIVE PHOTOGRAPHIC PROCESSES

Staff

Content: Introducing the intermediate student to nonsilver photographic processes and digital media with emphasis on combining a variety of media to form one-of-a-kind photo-based images. Basic technical skills of digital software and applications, as well as other contemporary and historical processes, in the creation of mixed media artwork. Historical and contemporary trends.

Prerequisite and/or restriction: Art 120 or consent of instructor.

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

ART 227 SPECIAL TOPICS IN STUDIO ART

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

Prerequisite and/or restriction: 100-level studio course.

Taught: Alternate years.

ART 254 HISTORY OF BUDDHIST ART

Odell

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

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

Taught: Alternate years, 4 semester credits.

ART 256 MODERN AND CONTEMPORARY CHINESE ART

Odell

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

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

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

ART 302 HISTORY OF PHOTOGRAPHY

Johnston

Content: The history of photography from its invention through contemporary practice. Major technical developments, changes in perceptions of the social role, and meaning of the photographic image. Examination of the manner in which photography has served as a tool for creating art in other media, the nature of its documentary status, and what kind of unique aesthetic experience it provides on its own.

Prerequisite and/or restriction: Art 111.

Taught: Alternate years, 4 semester credits.

ART 304 HISTORY OF AMERICAN ART

Johnston

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

Prerequisite and/or restriction: Art 111 or consent of instructor.

Taught: Alternate years, 4 semester credits.

ART 305 EARLY RENAISSANCE ART AND ARCHITECTURE

David

Content: Advanced introduction to the art of the early Italian Renaissance.

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

Prerequisite and/or restriction: Art 101 or 111 or consent of instructor.

Taught: Alternate years, 4 semester credits.

ART 306 HIGH RENAISSANCE ART AND ARCHITECTURE

David

Content: Examination of the art of 16th-century Italy. Special attention given to the works of Leonardo, Raphael, Michelangelo, Titian, and to the artists associated with “mannerism,” which 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.

Prerequisite and/or restriction: Art 101 or 111.

Taught: Alternate years, 4 semester credits.

ART 309 ART OF NEW YORK

Staff

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

Prerequisite and/or restriction: Art 111 or 201 or consent of instructor.

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

ART 313 SCULPTURE III

Rathbun

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

Prerequisite and/or restriction: Art 213.

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

ART 315 DRAWING III

Beers

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

Prerequisite and/or restriction: Art 215.

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

ART 316 CERAMICS III

Vogel

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

Prerequisite and/or restriction: Art 216.

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

ART 317 PAINTING III

Tomlinson

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

Prerequisite and/or restriction: Art 217.

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

ART 320 PHOTOGRAPHY III

Miller

Content: The interrelation of subject matter, concept, and technique.

Experimentation with aesthetic and technical considerations including camera formats, scale, sequence, color or alternative processes, portfolio presentation.

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

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

ART 321 ADVANCED ALTERNATIVE PHOTOGRAPHIC PROCESSES

Staff

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

Prerequisite and/or restriction: Art 221.

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

ART 333 DANTE AND THE VISUAL ARTS

David

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

Prerequisite and/or restriction: Core 106 and 107. Art 101 and 111, or English 280.

Taught: Alternate years, 4 semester credits.

ART 355 EARLY MODERN ART IN ASIA AND EUROPE

Odell

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

Prerequisite and/or restriction: Art 152, 153, or 111.

Taught: Alternate years, 4 semester credits.

ART 356 THE ART OF THE PRINT IN EARLY MODERN EAST ASIA

Odell

Content: Prints as objects of everyday use in early modern Japan and China. Emphasis on how printed pictures circulated and inculcated norms and normative practices in urban milieux.

Prerequisite and/or restriction: Art 152 or 153.

Taught: Alternate years, 4 semester credits.

ART 401 ART AFTER 1945

David, Johnston

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

Prerequisite and/or restriction: Art 111 or 201.

Taught: Alternate years, 4 semester credits.

ART 411 SENIOR SEMINAR: STUDIO

Imatani, 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.

Prerequisite and/or restriction: Studio art majors with senior standing.

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

ART 451 SPECIAL TOPICS IN ART HISTORY

David, Johnston, Odell

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

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

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

ART 490A SENIOR PROJECT: STUDIO

Beers, Imatani, Miller, Rathbun, Tomlinson, Vogel

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

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

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

ART 490B SENIOR PROJECT: STUDIO

Beers, Imatani, Miller, Rathbun, Tomlinson, Vogel

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

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

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

ART 493 SENIOR SEMINAR: ART HISTORY

David, Johnston, Odell

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

Prerequisite and/or restriction: Three of the following five: Art 101, 111, 152, 153, or 207. Two upper-division art history courses. History 300, Philosophy 203, or Sociology/Anthropology 245 strongly recommended.

Taught: Annually, 4 semester credits.

ART 499 INDEPENDENT STUDY

Staff

Content: Independent projects designed in consultation with department faculty.

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

Taught: Annually, 2-4 semester credits.

Biochemistry and Molecular Biology

DIRECTOR: GREG J. HERMANN

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:

- Biology 151, 311, 312, and 361.
- One elective selected from Biology 200, 320, 412, 422, and 462.
- Chemistry 110, 120, 210, 220, 310, 330, 335, and 336.
- Mathematics 131 and 132.
- Physics 141, 142, 171, and 172.

Honors students must complete Biochemistry/Molecular Biology 410.

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 Biology 312 or Chemistry 336, and have some prior research experience are invited in the spring of their junior year to participate in the senior thesis program. 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.

SPONSORING FACULTY

Greg J. Hermann, associate professor of biology.

Louis Y. Kuo, professor of chemistry.

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

Nikolaus M. Loening, associate professor of chemistry.

Deborah E. Lycan, professor of biology.

C. Gary Reiness, professor of biology.

Bethe A. Scalletar, professor of physics.

BCMB 410 BIOCHEMISTRY/MOLECULAR BIOLOGY SEMINAR

Staff

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

Prerequisite and/or restriction: Biology 311. Chemistry 330. Chemistry 335 (may be taken concurrently).

Taught: Annually, 1 semester credit.

BCMB 496 BIOCHEMISTRY/MOLECULAR BIOLOGY SENIOR RESEARCH

Staff

Content: In-depth laboratory inquiry into a question relevant to biochemistry/molecular biology. Students develop a thesis proposal in association with a faculty mentor, conduct extensive experimental work to address their hypothesis, and present their analysis of their findings in a written thesis.

Prerequisite and/or restriction: By invitation only.

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

BCMB 499 INDEPENDENT STUDY

Staff

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

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

Taught: Each semester, 2-4 semester credits.

Biology

CHAIR: KELLAR AUTUMN

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

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

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

THE MAJOR PROGRAM

The biology curriculum at Lewis & Clark is built around a core of three investigative courses, each of which offers an opportunity for students to learn in depth about one important way in which biologists study living organisms. These three courses focus on ecology and environmental science, genetics and evolutionary biology, and cellular and molecular biology. By delving in depth into particular subdisciplines of biology, students can pose and answer questions about living systems—begin to function as biologists—very early in their college careers. In addition to the core courses in biology, majors are expected to

complete at least a year's study of chemistry and a college-level course in calculus, computer science, or statistics because biology draws on the techniques and knowledge from these other scientific disciplines. Students complete the major by choosing, with the help of their faculty advisors, the upper-division courses in biology that best serve their personal interests.

MAJOR REQUIREMENTS

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

- Departmental core courses: 141, 151, and 200.
- Chemistry 110 and 120.
- Mathematics 131 or 255, or Computer Science 171.
- 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. Chemistry 330 and/or 335 may be used as nonlab biology courses toward meeting this requirement, and Chemistry 330 and 336 or Chemistry 335 and 336 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.

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

SPECIAL PROGRAMS

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

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

HONORS

Biology majors who have distinguished themselves academically 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.

RESOURCES FOR NONMAJORS

Students majoring in other subjects may enroll in Biology 100, 107, or 115, which have no prerequisites, or Biology 114. These courses are designed to meet one of the General Education requirements in scientific and quantitative reasoning. 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 offer convenient sites for field studies.

FACULTY AND STAFF

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

Paulette F. Bierzychudek, William Swindells Sr. Professor of Natural Sciences. Evolution, ecology, conservation biology, especially of plants and insects.

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

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

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

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

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

Wendy McLennan, instructor and laboratory coordinator.

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

BIO 100 PERSPECTIVES IN BIOLOGY

Staff

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

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

BIO 107 FIELD PALEONTOLOGY OF OREGON

Staff

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). Lecture, discussion, laboratory. May not be applied toward the biology major.

Prerequisite and/or restriction: None.

Taught: Summer, 4 semester credits.

BIO 114 THE ORIGINS OF LIFE IN THE UNIVERSE

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 Chemistry 114, Geology 114, and Physics 114. May not be applied toward the biology major.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Alternate years, 4 semester credits.

BIO 115 EXPLORATIONS IN REGIONAL BIOLOGY

Staff

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

Prerequisite and/or restriction: None.

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

BIO 141 INVESTIGATIONS IN ECOLOGY AND ENVIRONMENTAL SCIENCE

Bierzchudek, Clifton, Kennedy

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

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

Prerequisite and/or restriction: Mathematics 055.

Taught: Annually, 5 semester credits.

BIO 151 INVESTIGATIONS IN GENETICS AND EVOLUTIONARY BIOLOGY

Autumn, Binford, Reiness

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

Prerequisite and/or restriction: Mathematics 055.

Taught: Annually, 5 semester credits.

BIO 200 INVESTIGATIONS IN CELL AND MOLECULAR BIOLOGY

Hermann, Lycan

Content: Introduction to the biochemistry and molecular biology of cells. Structure and function of biomolecules. Introduction to metabolism and photosynthesis in the context of the cell structures in which these processes occur.

Introduction to gene expression and protein localization in the context of genetically modified foods and HIV infection. Project-based laboratories on enzyme kinetics, molecular cloning, and cell structure introduce students to experimental design and data analysis in these areas.

Prerequisite and/or restriction: Biology 151 (may be taken concurrently). Chemistry 110.

Taught: Annually, 5 semester credits.

BIO 211 LAND VERTEBRATES

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.

Prerequisite and/or restriction: Biology 141 and 151. Mathematics 115 or equivalent.

Taught: Alternate years, 5 semester credits.

BIO 212 INVERTEBRATE ZOOLOGY

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.

Prerequisite and/or restriction: Biology 141 and 151.

Taught: Alternate years, 5 semester credits.

BIO 221 MARINE BIOLOGY

Clifton

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

Prerequisite and/or restriction: Biology 141 and 151. Mathematics 115 or equivalent.

Taught: Alternate years, 5 semester credits.

BIO 223 PLANT BIOLOGY

Kennedy

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.

Prerequisite and/or restriction: Biology 141 and 151.

Taught: Annually, 5 semester credits.

BIO 244 PRACTICUM

Staff

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

Prerequisite and/or restriction: Consent of supervising faculty member.

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

BIO 252 INTRODUCTION TO NEUROSCIENCE

Reiness, Watson, Zhang

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. Students may not receive credit for both Biology 252 and Psychology 280.

Prerequisite and/or restriction: Biology 151 and Psychology 100, or one of these and permission of instructor.

Taught: Annually, 4 semester credits.

BIO 311 MOLECULAR BIOLOGY

Lycan

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

Prerequisite and/or restriction: Biology 151. Biology 200 or consent of instructor. Chemistry 120. Concurrent enrollment in Biology 312.

Taught: Annually, 4 semester credits.

BIO 312 MOLECULAR BIOLOGY LAB

Lycan

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

Prerequisite and/or restriction: Biology 151. Biology 200 or consent of instructor. Chemistry 120. Concurrent enrollment in Biology 311.

Taught: Annually, 2 semester credits.

BIO 320 HUMAN GENES AND DISEASE

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.

Prerequisite and/or restriction: Biology 151, 200, or consent of instructor.

Taught: Alternate years, 4 semester credits.

BIO 335 ECOLOGY

Bierzchudek

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.

Prerequisite and/or restriction: Biology 141, 151, and 200. Mathematics 131, Mathematics 255, or Computer Science 171. Chemistry 120.

Taught: Annually, 5 semester credits.

BIO 337 ENVIRONMENTAL PHYSIOLOGY

Autumn

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

Lecture only.

Prerequisite and/or restriction: Biology 141, 151, and 200. Chemistry 120.

Taught: Alternate years, 4 semester credits.

BIO 338 ENVIRONMENTAL PHYSIOLOGY LAB

Autumn

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

Prerequisite and/or restriction: Biology 141, 151, and 200. Chemistry 120.

Concurrent enrollment in Biology 337.

Taught: Alternate years, 1 semester credit.

BIO 343 MICROBIOLOGY

Kennedy

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

Prerequisite and/or restriction: Biology 141, 151, and 200. Chemistry 120.

Taught: Alternate years, 5 semester credits.

BIO 352 ANIMAL BEHAVIOR

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.

Prerequisite and/or restriction: Biology 141, 151, and 200. Mathematics 131, Mathematics 255, or Computer Science 171. Chemistry 120.

Taught: Annually, 5 semester credits.

BIO 361 CELL BIOLOGY

Hermann, Reiness

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

Prerequisite and/or restriction: Biology 151. Biology 200 or consent of instructor. Chemistry 120.

Taught: Annually, 5 semester credits.

BIO 375 COMPARATIVE PHYSIOLOGY

Autumn

Content: How different kinds of animals work and why they have evolved to work the way they do. Body size, metabolism, muscle, respiration, cardiovascular function, acid-base balance, temperature, osmoregulation. Common physiological principles that transcend differences in evolutionary history. Physiological adaptations to environmental challenges. Constraints on physiological evolution. Emphasis on recent experimental discoveries and unanswered questions. Intended for biology, biochemistry, and environmental studies majors. Lecture and laboratory.

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

Taught: Annually, 5 semester credits.

BIO 390 EVOLUTION

Bierzychudek, Binford

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

Prerequisite and/or restriction: Biology 141, 151, and 200. Mathematics 131, Mathematics 255, or Computer Science 171. Chemistry 120.

Taught: Annually, 4 semester credits.

BIO 408 PHYLOGENETIC BIOLOGY

Binford

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

Prerequisite and/or restriction: Biology 141, 151, and 200. Biology 390 recommended. Mathematics 131, Mathematics 255, or Computer Science 171.

Taught: Alternate years, 5 semester credits.

BIO 412 DEVELOPMENTAL BIOLOGY

Hermann

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

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

Taught: Alternate years, 5 semester credits.

BIO 422 NEUROBIOLOGY

Reiness

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.

Prerequisite and/or restriction: Biology 151 and 200 or 361. Chemistry 120. Physics 142 recommended.

Taught: Alternate years, 5 semester credits.

BIO 462 IMMUNOLOGY

Reiness

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

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

Taught: Alternate years, 4 semester credits.

BIO 490 SPECIAL TOPICS IN BIOLOGY

Staff

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

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

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

BIO 495 BIOLOGY SENIOR THESIS

Staff

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

Prerequisite and/or restriction: Senior standing. GPA of 3.500 in major and overall. Approval of research proposal by department and two supervising faculty members.

Taught: Annually, 3 semester credits each semester.

BIO 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 2-4 semester credits.

Chemistry

CHAIR: LOUIS Y. KUO

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

THE MAJOR PROGRAM

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

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

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

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

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

MAJOR REQUIREMENTS

A minimum of 42 semester credits in chemistry, plus courses in mathematics and physics, distributed as follows:

- General chemistry: 110 and 120.
- Organic chemistry: 210 and 220.
- Physical chemistry: 310 and 320.
- Advanced laboratory: 365 and 366.
- Seminar: 405.
- Advanced courses: 420 plus 4 semester credits of an upper-division elective selected from 300, 305, 330, 335, 355, 415, 421, 443, 453, 460, and 464.
- Mathematics 131 and 132.
- Physics 141 and 142, or Physics 151, 152, and 251.

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

MINOR REQUIREMENTS

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

- General chemistry: 110 and 120.
- Organic chemistry: 210 and 220.
- 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 310, 320 sequence and a maximum of 4 semester credits from the 330, 335 sequence to meet minor requirements.

SPECIAL PROGRAMS

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

HONORS AND SENIOR RESEARCH

Students are especially encouraged to do senior-level thesis research. Students who have distinguished themselves academically through the junior year (GPA

of 3.500 or higher in chemistry and overall) are invited to participate in the honors program. Students who complete the program are, with faculty approval, awarded honors in chemistry on graduation. Students not qualifying for the honors program may elect to participate in the senior research program. In both programs, each student proposes a research project in consultation with a faculty member, presents the proposal to the department in a seminar, performs the laboratory work, prepares a written thesis, and defends the thesis orally before the department faculty.

RESOURCES FOR NONMAJORS

Perspectives in Environmental Chemistry (Chemistry 100), Perspectives in Nutrition (Chemistry 105), and The Origins of Life in the Universe (Chemistry 114) are specifically designed to help nonscience majors learn chemistry and relate it to the world around them.

FACILITIES

The Olin Center for Physics and Chemistry has more than 40,000 square feet of classroom, laboratory, and study space. Facilities and equipment used by the chemistry department include one lecture-demonstration theatre; a well-equipped biochemistry laboratory; modern scientific instrumentation (FT-NMR, FT-IR, GC-MS, HPLC, UV-VIS, AA, 12 molecular modeling workstations); a data analysis room; an organic chemistry instrumentation room; special laboratories for general chemistry, organic chemistry, and advanced analytical, physical, and inorganic chemistry; and student-faculty research laboratories.

FACULTY AND STAFF

Barbara A. Balko, associate professor. Physical chemistry.

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

Julio C. de Paula, professor. Physical chemistry, biophysical chemistry, nanotechnology.

James A. Duncan, professor. Physical organic chemistry.

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

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

Nikolaus M. Loening, associate professor. Physical chemistry, biophysical chemistry.

CHEM 100 PERSPECTIVES IN ENVIRONMENTAL CHEMISTRY

Balko, Bentley, Staff

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

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

CHEM 105 PERSPECTIVES IN NUTRITION

Lochner, Staff

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

CHEM 110 GENERAL CHEMISTRY I

Balko, Bentley, Loening, Staff

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

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

Taught: Annually, 5 semester credits.

CHEM 114 THE ORIGINS OF LIFE IN THE UNIVERSE

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 Biology 114, Geology 114, and Physics 114. Not applicable toward any major.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Alternate years, 4 semester credits.

CHEM 120 GENERAL CHEMISTRY II

Balko, Bentley, Kuo, Loening, Staff

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

Prerequisite and/or restriction: Chemistry 110 or equivalent.

Taught: Annually (spring), 5 semester credits.

CHEM 210 ORGANIC CHEMISTRY I

Duncan, Kuo

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

Prerequisite and/or restriction: Chemistry 120.

Taught: Annually, 5 semester credits.

CHEM 220 ORGANIC CHEMISTRY II

Duncan, Kuo

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

Prerequisite and/or restriction: Chemistry 210.

Taught: Annually, 5 semester credits.

CHEM 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of department chair and supervising faculty member.

Taught: Each semester, 1-4 semester credits.

CHEM 305 AQUATIC CHEMISTRY

Balko

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

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

Taught: Alternate years, 2 semester credits.

CHEM 310 PHYSICAL CHEMISTRY: THERMODYNAMICS AND KINETICS

Balko, Loening

Content: Fundamental concepts of classical physical chemistry.

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

Prerequisite and/or restriction: Chemistry 120. Physics 142 or 152. Mathematics 132.

Taught: Annually, 4 semester credits.

CHEM 320 PHYSICAL CHEMISTRY: STATISTICAL MECHANICS AND QUANTUM CHEMISTRY

Balko, Loening

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

Prerequisite and/or restriction: Chemistry 120. Physics 142 or 152. Mathematics 132.

Taught: Annually, 4 semester credits.

CHEM 330 STRUCTURAL BIOCHEMISTRY

Lochner, Staff

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

Prerequisite and/or restriction: Chemistry 220.

Taught: Annually, 4 semester credits.

CHEM 335 METABOLIC BIOCHEMISTRY

Lochner, Staff

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

Prerequisite and/or restriction: Chemistry 220.

Taught: Annually, 4 semester credits.

CHEM 336 BIOCHEMISTRY LABORATORY

Lochner, Staff

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

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

Taught: Annually, 2 semester credits.

CHEM 355 EXPERIMENTAL METHODS IN THE PHYSICAL SCIENCES

Loening, Tufte, Staff

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

Prerequisite and/or restriction: Chemistry 120 and Physics 141 or 151, or consent of instructor.

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

Taught: Annually, 4 semester credits.

CHEM 365 PHYSICAL CHEMISTRY LABORATORY

Balko, Loening

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

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

Taught: Annually, 2 semester credits.

CHEM 366 INORGANIC CHEMISTRY LABORATORY

Bentley, Kuo

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

Prerequisite and/or restriction: Chemistry 220.

Taught: Annually, 3 semester credits.

CHEM 405 CHEMISTRY SEMINAR

Staff

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

Prerequisite and/or restriction: Senior standing.

Taught: Each semester, 1 semester credit.

CHEM 415 NANO CHEMISTRY

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.

Prerequisite and/or restriction: Chemistry 210 and 220 (220 may be taken concurrently).

Taught: Alternate years, 2 semester credits.

CHEM 420 ADVANCED INORGANIC CHEMISTRY

Bentley

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

Prerequisite and/or restriction: Chemistry 320 or consent of instructor.

Taught: Annually, 4 semester credits.

CHEM 421 NEUROCHEMISTRY

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.

Prerequisite and/or restriction: Chemistry 220. Biology 200 recommended.

Taught: Alternate years, 2 semester credits.

CHEM 443 MEDICINAL ORGANIC CHEMISTRY

Kuo

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

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

Prerequisite and/or restriction: Chemistry 220.

Taught: Annually, 2 semester credits.

CHEM 460 TOPICS IN MODERN PHYSICAL ORGANIC CHEMISTRY

Duncan

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

Prerequisite and/or restriction: Chemistry 220

Corequisite: Chemistry 320 or consent of instructor.

Taught: Alternate years, 2 semester credits.

CHEM 464 BIOMOLECULAR NMR SPECTROSCOPY

Loening

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

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

Taught: Alternate years, 2 semester credits.

CHEM 480 SENIOR RESEARCH

Staff

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

Prerequisite and/or restriction: Senior standing. Consent of instructor.

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

CHEM 490 CHEMISTRY HONORS RESEARCH

Staff

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

Prerequisite and/or restriction: By invitation only.

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

CHEM 499 INDEPENDENT RESEARCH

Staff

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

Prerequisite and/or restriction: Junior standing. Research experience. Consent of department chair and supervising faculty member.

Taught: Each semester, 1-4 semester credits.

Classical Studies

DIRECTOR: ROBERT A. KUGLER

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

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

THE MINOR PROGRAM

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

MINOR REQUIREMENTS

A minimum of 28 semester credits are required, distributed as follows:

- Program core courses: 200 and 450.
- Language: Greek 101, 102, and 201, or Latin 101, 102, and 201.
- Eight semester credits from a minimum of two disciplines, selected from a list of approved electives that usually include the following (when available), as well as relevant history courses listed as 298 or 398:

Art

101 History of Western Art: Ancient to Medieval

English

279 Classical Backgrounds

Greek

101, 102 Classical Greek

201 Readings in Hellenistic and Classical Greek

Latin

101, 102 Beginning Latin

201 Intermediate Latin

Philosophy

301 Ancient Western Philosophy

451 Philosophical Studies: History of Philosophy

452 Philosophical Studies: Topics in Value Theory

453 Philosophical Studies: Advanced Themes in Philosophy (with approval of program director)

Political Science

310 Pillars of Western Political Thought: Plato to Machiavelli

Religious Studies

224 Jewish Origins

225 Christian Origins

334 Lost Books of Judaism

450 Seminar: Social and Religious World of Early Judaism and Christianity

Theatre

281 Theatre and Society I: Classical and Medieval Drama

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

SPONSORING FACULTY*Stephanie K. Arnold*, professor of theatre.*Lyell Asher*, associate professor of English.*Eleonora Maria Beck*, James W. Rogers Professor of Music.*Chana B. Cox*, senior lecturer in humanities.*Kurt Fosso*, associate professor of English.*Curtis N. Johnson*, Dr. Robert B. Pamplin Jr. Professor of Government.*Gordon Kelly*, visiting assistant professor of humanities.*Robert A. Kugler*, Paul S. Wright Professor of Christian Studies.*G. Mitchell Reyes*, assistant professor of communication.*Štěpán Šimek*, associate professor of theatre.*Nicholas D. Smith*, James F. Miller Professor of Humanities.*Stephen Weeks*, associate professor of theatre.*Benjamin W. Westervelt*, associate professor of history.**CLAS 200 INTRODUCTION TO CLASSICAL STUDIES**

Kelly

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

Prerequisite and/or restriction: None.*Taught:* Annually, 4 semester credits.**CLAS 251 HISTORY OF BYZANTIUM**

Staff

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.

Prerequisite and/or restriction: Participation in the overseas program in Greece.*Taught:* On the Greek overseas program, 4 semester credits.

CLAS 252 ART AND ARCHAEOLOGY OF THE AEGEAN

Staff

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.

Prerequisite and/or restriction: Participation in the overseas program in Greece.

Taught: On the Greek overseas program, 4 semester credits.

CLAS 253 ATTIC TRAGEDY

Staff

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.

Prerequisite and/or restriction: Participation in the overseas program in Greece.

Taught: On the Greek overseas program, 4 semester credits.

CLAS 450 TOPICS IN CLASSICAL STUDIES

Kelly, Smith

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.

Prerequisite and/or restriction: Classical Studies 200 or consent of instructor.

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

Communication

CHAIR: PETER G. CHRISTENSON

From its humanistic roots in ancient Greece to its social science applications in modern technology and media, communication is a dynamic and unique field of study—one of the oldest and one of the newest disciplines. Grounded in the classical liberal arts tradition of rhetoric and public discourse, the communication discipline addresses contemporary concerns about organizational, interpersonal, and intercultural communication; information technologies; and electronic media messages. While communication touches us daily and is part of every human interaction, no other discipline takes these messages and their consequences as its unique focus.

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

THE MAJOR PROGRAM

The major in communication combines core requirements with the flexibility of electives. Requirements involve the historical and contemporary study of rhetoric; the critical evaluation of communication theories and practices related to

interpersonal interactions, organizations, public discourse, relational communication, and the mass media; engagement with both quantitative and qualitative research methods; and the satisfactory completion and presentation of senior research. These requirements are essential for the student who intends to pursue graduate study or enter a communication-related field.

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

MAJOR REQUIREMENTS

A minimum of 40 semester credits, distributed as follows:

- Five departmental core courses: 100, 203, 260, 301, and 302 or 303.
- Sixteen semester credits of communication electives. Students may apply a maximum of 4 semester credits, total, in practicum and independent study to the major. At least 12 semester credits of electives must be at the 300 or 400 level.
- Four semester credits of 480 and successful completion and presentation of the senior project.

MINOR REQUIREMENTS

A minimum of 24 semester credits, distributed as follows:

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

ACTIVITIES

Public Advocacy. Competitive forensics and noncompetitive public forum activities. Students may compete in 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 klcradio.net. KLC is a cocurricular activity sponsored by the Department of Communication. Credit is available to qualified students through the practicum program.

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

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

PRACTICUM 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 Public Advocacy, KLC Radio, KLC-TV, and *Pioneer Log* organizations at Lewis & Clark. Practica and internships are supervised by communication department faculty and involves additional readings and written assignments beyond the time spent in the organization. Credit is offered on a credit-no credit basis through Communication 244 and 444. A detailed written description is available in the department.

HONORS

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

RESOURCES FOR NONMAJORS

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

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.

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

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.

FACULTY

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

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

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

Bryan R. Sebok, assistant professor. Communication technology and society, film and video aesthetic theory and methods, media organizations.

Bjørn F. Stillion Southard, assistant professor. Argumentation and advocacy, U.S. rhetorical history, rhetorical theory and criticism.

COMM 100 INTRODUCTION TO COMMUNICATION

Staff

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

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

COMM 200 MASS MEDIA MESSAGES: DESIGN AND ANALYSIS

Christenson, Sebok

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

Prerequisite and/or restriction: Communication 100.

Taught: Each semester, 4 semester credits.

COMM 203 RHETORICAL THEORY

Reyes, Stillion Southard

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

Prerequisite and/or restriction: Communication 100 or consent of instructor.

Taught: Annually, 4 semester credits.

COMM 210 PUBLIC DISCOURSE

Reyes, Stillion Southard

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

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

COMM 221 PUBLIC ARGUMENT: PARLIAMENTARY DEBATE

Stillion Southard

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

Practice of debate skills.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

COMM 244 PRACTICUM/INTERNSHIP

Staff

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

Prerequisite and/or restriction: Consent of instructor.

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

COMM 260 EMPIRICAL RESEARCH METHODS

Christenson, Goldsmith

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

Prerequisite and/or restriction: Communication 100 or consent of instructor.

Taught: Annually, 4 semester credits.

COMM 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

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

COMM 301 RHETORICAL CRITICISM

Reyes, Stillion Southard

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

Prerequisite and/or restriction: Communication 203.

Taught: Annually, 4 semester credits.

COMM 302 MASS COMMUNICATION THEORY

Christenson, Sebok

Content: Survey of the key theories and research regarding the role of mass media in shaping society, spanning the early 20th century to the present. Coverage includes areas such as media's impact on the political process, the cultivation of attitudes and values through media exposure, critiques of mass culture and mass society, and the role of interpretation and social construction in media audiences.

Prerequisite and/or restriction: Communication 260 or consent of instructor.

Taught: Annually, 4 semester credits.

COMM 303 RELATIONAL COMMUNICATION THEORY

Goldsmith

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

Prerequisite and/or restriction: Communication 260 or consent of instructor.

Taught: Annually, 4 semester credits.

COMM 313 POLITICS OF PUBLIC MEMORY

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.

Prerequisite and/or restriction: Communication 100 or consent of instructor.

Taught: Alternate years, 4 semester credits.

COMM 325 THE DOCUMENTARY FORM

Sebok

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

Prerequisite and/or restriction: Communication 200 or consent of instructor.

Taught: Annually, 4 semester credits.

COMM 330 COMMUNICATION AND CULTURE

Goldsmith

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

Prerequisite and/or restriction: Junior standing. Communication 100 or consent of instructor.

Taught: Annually, 4 semester credits.

COMM 332 GENDER IN RELATIONAL COMMUNICATION

Goldsmith

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

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

Taught: Alternate years, 4 semester hours.

COMM 340 MEDIA ACROSS CULTURES

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. Minority and ethnic media.

Prerequisite and/or restriction: Junior standing.

Taught: Alternate years, 4 semester credits.

COMM 352 GENDER IN PUBLIC COMMUNICATION

Goldsmith

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

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

Taught: Alternate years, 4 semester hours.

COMM 354 LEGAL COMMUNICATION

Stillion Southard

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

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

Taught: Alternate years, 4 semester credits.

COMM 355 POLITICAL COMMUNICATION

Stillion Southard

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

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

Taught: Alternate years, 4 semester credits.

COMM 360 PERSUASIVE COMMUNICATION

Stillion Southard

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

Prerequisite and/or restriction: Communication 100. Communication 260 or 301 recommended.

Taught: Alternate years, 4 semester credits.

COMM 406 RHETORIC, RACE, AND RESISTANCE

Reyes, Stillion Southard

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

Prerequisite and/or restriction: Communication 100 or consent of instructor. Communication 301 recommended.

Taught: Alternate years, 4 semester credits.

COMM 418 HEALTH COMMUNICATION

Goldsmith

Content: Communication about health and in health contexts as a site for examining broader theoretical processes, including identity management, negotiation of power and solidarity, persuasion, and discursive construction and enactment of cultural values and premises. Topics may include communication

in personal relationships and social networks regarding health, illness identity and stigma, patient-provider communication, communication in public health campaigns, and representations of health in mass media.

Prerequisite and/or restriction: Communication 303 or consent of instructor.

Taught: Alternate years, 4 semester credits.

COMM 444 PRACTICUM

Staff

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

Prerequisite and/or restriction: Communication 100 and consent of instructor.

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

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

COMM 445 COMMUNICATION, RACE, AND SOCIAL JUSTICE

Reyes

Content: Scholarship on race and social justice through the community-based Heroes of Color, a mentoring program in local interracial public schools.

Theoretical and methodological frameworks for understanding the role of communication in negotiating racial issues and fostering social justice is explored through readings, class discussion, writing assignments, and applied field learning experience.

Prerequisite and/or restriction: Communication 313 or 406 or consent of instructor.

Taught: Each semester, 2 semester credits. May be repeated once for credit.

COMM 460 COMMUNICATION TECHNOLOGY AND SOCIETY

Sebok

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

COMM 470 POPULAR CULTURE AND SOCIALIZATION

Christenson

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

Prerequisite and/or restriction: Communication 100 and 260.

Taught: Alternate years, 4 semester credits.

COMM 480 SENIOR SEMINAR

Staff

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

Prerequisite and/or restriction: Senior standing.

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

COMM 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Junior standing. Consent of instructor.

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

Computer Science

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

Core

DIRECTOR OF THE FIRST-YEAR COURSE: REBECCA COPENHAVER

Lewis & Clark's innovative first-year course, Exploration and Discovery, establishes a common foundation in the liberal arts. Over the 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.

CORE 106 EXPLORATION AND DISCOVERY I

Staff

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, Sophocles, Sappho, Virgil, Galileo, Descartes, and Mary Shelley. Themes and topics vary by section.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

CORE 107 EXPLORATION AND DISCOVERY II

Staff

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 "Americans and the Natural World."

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

East Asian Studies

DIRECTOR: ANDREW BERNSTEIN

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

THE MAJOR PROGRAM

Students considering a major in East Asian studies should begin by completing History 110, Religious Studies 242, or Sociology/Anthropology 270 or 280, and one semester of Chinese or Japanese language study. Students should declare the major by the end of the sophomore year, at which time they must also choose their primary area of concentration.

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

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

CORE COURSES*East Asian Studies*

Humanities foundation course (see this program's Major Requirements)

Social sciences foundation course (see this program's Major Requirements)

Methodology course (see this program's Major Requirements)

400 Senior Thesis in East Asian Studies

Chinese

310 Readings and Composition in Chinese

Japanese

310 Readings and Composition in Japanese

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

152 History of Asian Art: China

153 History of Asian Art: Japan and Korea

254 History of Buddhist Art

256 Modern and Contemporary Chinese Art

355 Early Modern Art in Asia and Europe

356 Art of the Print in Early Modern East Asia

451 Special Topics in Art History

Chinese

230 Introduction to Chinese Literature in Translation

290 Topics in Chinese Literature in Translation

410 Advanced Readings in Chinese: Society and Culture

East Asian Studies

156 The Art of Tea in Japanese Culture I

256 The Art of Tea in Japanese Culture II

Japanese

230 Introduction to Japanese Literature in Translation

290 Topics in Japanese Literature in Translation

410 Advanced Readings in Japanese: Society and Culture

420 Advanced Readings in Japanese: Fiction and Nonfiction

Music Performance
193 Japanese Koto

CONCENTRATION IN SOCIAL SCIENCES

Economics

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

International Affairs

232 Southeast Asian Politics

Sociology/Anthropology

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

CONCENTRATION IN RELIGION AND HISTORY

History

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

Religious Studies

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

MAJOR REQUIREMENTS

A minimum of 40 semester credits, distributed as follows:

- One humanities foundation course: History 110 or Religious Studies 242. Alternatively, other courses taken at Lewis & Clark or abroad may be approved on a case-by-case basis by the program chair.
- One social sciences foundation course: Sociology/Anthropology 270 or 280. Alternatively, other courses taken at Lewis & Clark or abroad may be approved on a case-by-case basis by the program chair.
- Chinese 310 or Japanese 310. (This course, or the equivalent, may be taken on an approved overseas program in East Asia.)
- Five courses (or 20 semester credits) on East Asia to be distributed as follows: three courses (or 12 semester credits) from the student's designated area of concentration; and two courses (or 8 semester credits) outside the concentration. At least two of the five courses must be at the 300

or 400 level, and at least one of these must be in the designated area of concentration.

- One methodology course within the student's designated area of concentration, selected from the following list, to be taken prior to enrolling in 400 and in addition to the three courses required within the concentration:

Fine arts, literature, and languages concentration: Art 451 or 493; Chinese 231, 291, or 410; or Japanese 231 or 291.

Social sciences concentration: Communications 260, Economics 232, or Sociology/Anthropology 200. (Sociology/Anthropology 200 is particularly recommended.)

Religion and history concentration: History 300 or Religion 401.

- At least one semester overseas on an approved program in East Asia. (See the Office of Overseas and Off-Campus Programs for specific program and application information.)
- Senior thesis: 400.

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.

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

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

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

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

HONORS

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

FORTHCOMING OVERSEAS STUDY PROGRAMS

China:

Beijing, fall 2010, spring 2011 (with option of full year)

Chengdu, fall 2010

Harbin, fall 2010, spring 2011 (with option of full year)

Japan:

Sapporo, fall 2010

Osaka (Kansai Gaidai), fall 2010, spring 2011 (with option of full year)

Tokyo (Waseda), full year only

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

SPONSORING FACULTY

Linda Isako Angst, assistant professor of anthropology.

Andrew Bernstein, associate professor of history.

Cari An Coe, assistant professor of international affairs.

Alan Cole, professor of religious studies.

Keith Dede, associate professor of Chinese.

Susan Glosser, associate professor of history.

Martin Hart-Landsberg, professor of economics.

Jennifer Hubbert, assistant professor of anthropology.

Meiru Liu, instructor in Chinese.

Dawn Odell, assistant professor of art history.

Bruce Suttmeier, associate professor of Japanese.

EAS 156 THE ART OF TEA IN JAPANESE CULTURE I

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.

Prerequisite and/or restriction: None.

Taught: Annually, 2 semester credits.

EAS 244 PRACTICUM

Staff

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

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

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

EAS 256 THE ART OF TEA IN JAPANESE CULTURE II

Waldmann

Content: Continuing exploration of the complex relationship between tea tradition and other Japanese cultural arts. More complex procedures for handling utensils and preparing tea. How meaning is expressed through gestures and movements. More advanced critical examination of the art, including study of different modes of tea gatherings.

Prerequisite and/or restriction: East Asian Studies 156 or consent of instructor.

Taught: Annually, 1 semester credit.

EAS 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 1-4 semester credits.

EAS 400 SENIOR THESIS IN EAST ASIAN STUDIES

Staff

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

Prerequisite and/or restriction: Humanities foundation course and social sciences foundation course. Two courses in student's proposed concentration, including a methodology course. Two years of Chinese or Japanese. Senior standing, or consent of convener.

Taught: Annually, 4 semester credits.

EAS 444 PRACTICUM

Staff

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

Prerequisite and/or restriction: Junior standing. Consent of instructor.

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

EAS 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Junior standing. Consent of instructor.

Taught: Annually, 1-4 semester credits.

Economics

CHAIR: JAMES H. GRANT

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

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

THE MAJOR PROGRAM

The core curriculum begins with the introductory Principles of Economics (Economics 100). Students are then encouraged to explore either the lower-division (200-level) electives or the other required 100- and 200-level core courses (intermediate microeconomics, intermediate macroeconomics, and statistics). Ideally, students interested in majoring in economics will have

completed the lower-division core courses and declared their major by the end of the sophomore year. Students also have the option, upon completion of a specified set of electives, of earning a concentration in one of the following sub-fields of economics: international, management, public policy, or theory. The capstone experience for the economics major is the senior seminar, in which each student develops an original research paper. Students are strongly advised to work closely with members of the economics faculty to plan a program of study tailored to their individual interests.

MAJOR REQUIREMENTS

A minimum of 44 semester credits, distributed as follows:

- Departmental core courses: 100, 103, 291, 292, 303, and 433.
- 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.
- Mathematics 131.

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

AREAS OF CONCENTRATION

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

General

All 20 elective credits from within the economics department

International

At least 16 of 20 elective credits from the following:

Economics

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

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

International Affairs

- 318 Multinational Corporations
- 340 International Political Economy
- 341 Advanced Industrial Economics
- Sociology/Anthropology*
- 350 Global Inequality

Management

At least 16 of 20 elective credits from the following:

Economics

- 210 Financial Analysis
- 215 Game Theory
- 220 Money and Banking

244 Practicum

322 Decisions

323 Accounting for Financial and Managerial Decisions

358 Corporate Finance

444 Practicum

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

Sociology/Anthropology

221 Sociology of Work, Leisure, and Consumption

370 American Advertising and the Science of Signs

Public Policy

At least 16 of 20 elective credits from the following:

Economics

215 Game Theory

220 Money and Banking

244 Practicum

250 Radical Political Economics

260 Environmental and Natural Resource Economics

265 Pacific Northwest Policy Issues

332 Urban Economics

335 Labor Economics

365 Public Economics

444 Practicum

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

Communication

460 Communication Technology and Society

Political Science

275 Gender and Politics

307 Government and the Economy

Theory

At least 16 of 20 elective credits from the following:

Economics

215 Game Theory

250 Radical Political Economics

430 History of Economic Thought

434 Mathematical Economics

491 Advanced Macroeconomics

492 Advanced Microeconomics

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

Mathematics

132 Calculus II

215 Discrete Mathematics

225 Linear Algebra

235 Differential Equations

Philosophy

315 Philosophy of Science

MINOR REQUIREMENTS

A minimum of 24 semester credits distributed as follows:

- Departmental core courses: 100, 103, 291, and 292.
- Eight semester credits, at least four of which must be at the 300 level or above, selected from 215, 220, 232, 250, 255, 256, 260, 265, 280, 295, 303, 314, 332, 335, 365, 430, 434, 491, and 492.

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

HONORS

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

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

RESOURCES FOR NONMAJORS

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

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

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

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

FACULTY

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

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

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

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

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

Éric Tymoigne, assistant professor. Macroeconomics, money and banking, monetary theory.

ECON 100 PRINCIPLES OF ECONOMICS

Bekar, 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.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

ECON 103 STATISTICS

Grant, Schleef

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

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Each semester, 4 semester credits.

ECON 210 FINANCIAL ANALYSIS

Staff

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ECON 212 ECONOMICS AND CONSUMER DECISIONS

Staff

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

Prerequisite and/or restriction: None.

Taught: Every third year, 4 semester credits.

ECON 215 GAME THEORY

Bekar

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

Prerequisite and/or restriction: Economics 100.

Taught: Annually, 4 semester credits.

ECON 220 MONEY AND BANKING

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. Keynesian, post-Keynesian, and monetarist theories and their policy implications.

Prerequisite and/or restriction: Economics 100.

Taught: Alternate years, 4 semester credits.

ECON 232 ECONOMIC DEVELOPMENT

Hart-Landsberg

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

Prerequisite and/or restriction: Economics 100.

Taught: Annually, 4 semester credits.

ECON 244 PRACTICUM

Staff

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

Prerequisite and/or restriction: Economics 100 or 210. Consent of instructor.

Taught: Annually, 2-4 semester credits.

ECON 250 RADICAL POLITICAL ECONOMICS

Hart-Landsberg

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

Prerequisite and/or restriction: Economics 100.

Taught: Alternate years, 4 semester credits.

ECON 255 TECHNOLOGY, INSTITUTIONS, AND ECONOMIC GROWTH

Bekar

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

Prerequisite and/or restriction: Economics 100.

Taught: Every third year, 4 semester credits.

ECON 256 THE INDUSTRIAL REVOLUTION

Bekar

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

Prerequisite and/or restriction: Economics 100.

Taught: Every third year, 4 semester credits.

ECON 260 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Staff

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

Prerequisite and/or restriction: Economics 100.

Taught: Annually, 4 semester credits.

ECON 265 PACIFIC NORTHWEST POLICY ISSUES

O'Sullivan

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

Prerequisite and/or restriction: Economics 100.

Taught: Every third year, 4 semester credits.

ECON 280 POLITICAL ECONOMY OF JAPAN

Hart-Landsberg

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

Prerequisite and/or restriction: Economics 100.

Taught: Every third year, 4 semester credits.

ECON 291 INTERMEDIATE MACROECONOMIC THEORY

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.

Prerequisite and/or restriction: Economics 100.

Taught: Each semester, 4 semester credits.

ECON 292 INTERMEDIATE MICROECONOMIC THEORY

Grant, O'Sullivan

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

Prerequisite and/or restriction: Economics 100.

Taught: Each semester, 4 semester credits.

ECON 295 POLITICAL ECONOMY OF KOREA

Hart-Landsberg

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

Prerequisite and/or restriction: Economics 100.

Taught: Alternate years, 4 semester credits.

ECON 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of department.

Taught: Annually, 4 semester credits.

ECON 303 ECONOMETRICS

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.

Prerequisite and/or restriction: Economics 103. Economics 291 or 292.

Mathematics 131.

Taught: Annually, 4 semester credits.

ECON 314 INTERNATIONAL ECONOMICS

Hart-Landsberg

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

Prerequisite and/or restriction: Economics 291 or 292.

Taught: Annually, 4 semester credits.

ECON 322 DECISIONS

Schleef

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

Prerequisite and/or restriction: Economics 103.

Taught: Annually, 4 semester credits.

ECON 323 ACCOUNTING FOR FINANCIAL AND MANAGERIAL DECISIONS

Staff

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

Prerequisite and/or restriction: Economics 210.

Taught: Annually, 4 semester credits.

ECON 332 URBAN ECONOMICS

O'Sullivan

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

Prerequisite and/or restriction: Economics 292.

Taught: Alternate years, 4 semester credits.

ECON 335 LABOR ECONOMICS

Grant

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

Prerequisite and/or restriction: Economics 292.

Taught: Alternate years, 4 semester credits.

ECON 358 CORPORATE FINANCE

Schleef

Content: The role of the financial officer in fulfilling the financial goals of the firm—subject to constraints imposed by technology, market forces, and society. Short-term financial planning, selection of capital investments, capital structure planning, cost of funds to the firm. Focus on financial concepts of valuation, investment decisions, financing decisions.

Prerequisite and/or restriction: Economics 103 and 292.

Taught: Annually, 4 semester credits.

ECON 365 PUBLIC ECONOMICS

Staff

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.

Prerequisite and/or restriction: Economics 292 or consent of instructor.

Taught: Alternate years, 4 semester credits.

ECON 430 HISTORY OF ECONOMIC THOUGHT

Staff

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

Prerequisite and/or restriction: Economics 291 and 292. Junior standing.

Taught: Every third year, 4 semester credits.

ECON 433 SENIOR SEMINAR

Bekar, 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.

Prerequisite and/or restriction: Economics 103, 291, 292, and 303.

Taught: Annually, 4 semester credits.

ECON 434 MATHEMATICAL ECONOMICS

Grant

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

Prerequisite and/or restriction: Economics 103. Economics 291 or 292.

Mathematics 131.

Taught: Alternate years, 4 semester credits.

ECON 444 PRACTICUM

Staff

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

Prerequisite and/or restriction: Economics 103, 291, and 292. Consent of instructor.

Taught: Each semester, 2-4 semester credits.

ECON 491 ADVANCED MACROECONOMICS

Tymoigne

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

Prerequisite and/or restriction: Economics 291.

Taught: Alternate years, 4 semester credits.

ECON 492 ADVANCED MICROECONOMICS

Bekar, Hart-Landsberg

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

Prerequisite and/or restriction: Economics 292.

Taught: Alternate years, 4 semester credits.

ECON 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of department.

Taught: Annually, 4 semester credits.

Education

COORDINATOR: BRYNNA HURWITZ

Lewis & Clark offers several courses for undergraduates who wish to explore the field of education. Students who are interested in this field are encouraged to take Education in Modern Society (Education 201) and Inquiry Into Teaching and Learning (Education 446). Both incorporate off-campus experience in Portland Public Schools' elementary through high school classrooms. These courses also provide the strong introduction to educational theory and practice that will be required 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.

Lewis & Clark's Center for Career and Community Engagement 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 Lewis & Clark's highly regarded Graduate School of Education and Counseling, which helps to administer the College of Arts and Sciences' education offerings. Although the undergraduate school has no major or minor in education, the graduate school historically has admitted a high proportion of the College of Arts and Sciences' applicants to its programs.

FACULTY

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

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

ED 201 EDUCATION IN MODERN SOCIETY

Hurwitz

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

Prerequisite and/or restriction: None.

Taught: Each semester, 3 semester credits.

ED 275 DEVELOPING THE POTENTIAL OF THE LEARNING-DISABLED CHILD
Staff

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

Prerequisite and/or restriction: Consent of instructor.

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

ED 446 INQUIRY INTO TEACHING AND LEARNING

Hurwitz

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 required to complete 30 hours of practicum experience and present the research projects to colleagues at end of semester. Weekly seminar meetings; written assignments based on readings and practicum activities.

Prerequisite and/or restriction: Education 201. Sophomore, junior, or senior standing.

Taught: Annually, 3 semester credits.

ED 450 PHILOSOPHY AND PRACTICE OF ENVIRONMENTAL/ECOLOGICAL EDUCATION

Smith

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

Prerequisite and/or restriction: Education 201 or consent of instructor.

Sophomore, junior, or senior standing.

Taught: Alternate years, 3 semester credits.

Engineering

COORDINATOR: STEPHEN L. TUFTE

See also Mathematical Sciences, Chemistry, and Physics.

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

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

The existence of a formal 3-2 or 4-2 agreement between Lewis & Clark and these four institutions essentially assures students admission to engineering schools upon completing a required set of courses with a satisfactory GPA, typically 3.000, and the recommendation of the Lewis & Clark faculty. In addition, Lewis & Clark students sometimes enroll in engineering schools at other institutions upon graduation or by transfer. The preengineering advisor (the coordinator of the engineering program) works with students individually, helping them evaluate the relative merits of various options. Students are kept informed about the program through regular mailings and annual visits from representatives of the engineering schools.

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

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

Students in the 3-2 program must spend a minimum of four full-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 110 and 120 (some programs require only one semester of chemistry).
- Computer Science 171.
- Mathematics 131, 132, 233, and 235.
- Physics 141 and 142, or Physics 151, 152, 251, and 252. Physics 201 is also recommended.
- 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 Chemistry 210, 220, 310, and 320. Students planning a career in computer science should add Computer Science 172, 373, and 383, as well as Mathematics 215. Students planning a career in electrical and electronic engineering should add Physics 331 and 332.

English

CHAIR: KURT FOSSO

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

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

THE MAJOR PROGRAM

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

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

Within the major itself, students may shape their program in a number of ways. A concentration in writing and literature incorporates both creative writing courses and literature courses appropriate to a particular student's interest. A concentration in British and American literature combines courses calculated to strengthen the student's understanding of literary history and the major

writers in British and American literature. These concentrations indicate two of the emphases possible within the English curriculum, though they are not intended as binding tracks. On the contrary, students are urged to work out a major concentration that best suits their individual interests.

MAJOR REQUIREMENTS

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

- Departmental core courses: 205 and 206.
- At least four courses at the 300 level or higher: two in British literature before 1800 (310, 311, 312, 313, 330, and 331 or 332) and one in American literature (320, 321, 322, 323, 324, or 326). When the subject matter is appropriate, 333 and 398 may be applied to either requirement. Students may apply either 331 or 332 to the British pre-1800 requirement, but they may not apply both.
- Any three English elective courses except 244, 299, 444, and 499.
- Senior seminar: 450.

MINOR REQUIREMENTS

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

- A departmental core course: 205 or 206.
- One 300-level course in English or American literature.
- Four elective courses at the 200 level or higher, including creative writing courses.

HONORS

Honors will be awarded by the department to students who produce an outstanding senior thesis. The thesis, to be completed in the spring of the senior year, is a revision and expansion of a fall senior seminar paper. Students are invited to propose an honors thesis project if they have done exceptional work in the senior seminar and have a GPA of 3.500 or above in the major. Thesis proposals are due shortly after the end of the fall semester. If the proposal is approved by the department, the student will work with an honors committee, submit the finished thesis to the department for approval, and present a summary of the thesis at a departmental forum.

RESOURCES FOR NONMAJORS

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

FACULTY

Lyell Asher, associate professor. Renaissance English literature, Shakespeare.

John F. Callahan, Morgan S. Odell Professor of Humanities. Post-Civil War and 20th-century American literature, African American literature.

Rachel Cole, assistant professor. 19th-century American literature.

Kurt Fosso, associate professor. British romantic literature, critical theory.

Karen Gross, assistant professor. Medieval literature.

Jerry Harp, assistant professor of humanities with term. Renaissance, 17th-century, poetry.

Susan Kirschner, senior lecturer. Prose writing.

Will Pritchard, associate professor. Restoration and 18th-century literature.

Mary Szybist, associate professor. Modern poetry, poetry writing.

Pauls Toutonghi, assistant professor. Fiction, expository writing, creative writing.

Rishona Zimring, associate professor. Modern British literature, postcolonial literature.

VISITING FACULTY

Andrea Hibbard, adjunct professor of humanities. Victorian literature and culture, law and literature, women's studies.

ENG 100 TOPICS IN LITERATURE

Staff

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

Prerequisite and/or restriction: None.

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

ENG 105 THE ART OF THE NOVEL

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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

ENG 200 INTRODUCTION TO THE SHORT STORY

Toutonghi

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ENG 201 INTRODUCTION TO POETRY AND POETRY WRITING

Szybist

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

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

ENG 205, 206 MAJOR PERIODS AND ISSUES IN ENGLISH LITERATURE

Asher, Cole, Fosso, Gross, Pritchard, Zimring

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

Spring: Romantic period to middle of 20th century.

Prerequisite and/or restriction: Sophomore standing. For English 206, completion of English 205 or consent of instructor.

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

ENG 208 PROSE WRITING: CREATIVE NONFICTION

Kirschner

Content: Writing in the genre known variously as the personal essay or narrative, memoir, autobiography, to introduce students to traditional and contemporary voices in this genre. Daily writing and weekly reading of exemplars such

as Seneca, Plutarch, Montaigne, Hazlitt, Woolf, Soyinka, Baldwin, Walker, Hampl, Dillard, Selzer, Lopez.

Prerequisite and/or restriction: Sophomore standing.

Taught: Annually, 4 semester credits.

ENG 209 INTRODUCTION TO AMERICAN LITERATURE

Callahan, Cole

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

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

ENG 234 STRANGE BEDFELLOWS IN POETRY: FROM DONNE TO JORIE GRAHAM

Szybist

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

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

ENG 243 WOMEN WRITERS

Staff

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

Prerequisite and/or restriction: None.

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

ENG 244 PRACTICUM

Szybist, Toutonghi

Literary Review

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

Prerequisite and/or restriction: None.

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

Peer Tutoring in Writing

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 2 semester credits.

ENG 250 INTRODUCTION TO SHAKESPEARE

Staff

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

Prerequisite and/or restriction: None.

Taught: Every third year, 4 semester credits.

ENG 279 CLASSICAL BACKGROUNDS

Asher, Fosso, Gross

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

Prerequisite and/or restriction: None.

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

ENG 280 THE MEDIEVAL WORLD

Gross

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

Prerequisite and/or restriction: None.

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

ENG 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 1-4 semester credits.

ENG 300 FICTION WRITING

Toutonghi

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

Prerequisite and/or restriction: English 200 and junior standing, or consent of instructor.

Taught: Annually, 4 semester credits.

ENG 301 POETRY WRITING

Szybist

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

Prerequisite and/or restriction: English 201 and junior standing, or consent of instructor.

Taught: Annually, 4 semester credits.

ENG 310 THE MIDDLE ENGLISH PERIOD

Gross

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 311 LITERATURE OF THE ENGLISH RENAISSANCE

Asher

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 312 THE EARLY ENGLISH NOVEL

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.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 313 RESTORATION AND 18TH-CENTURY LITERATURE

Pritchard

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 314 THE ROMANTICS

Fosso

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

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

ENG 315 THE VICTORIANS

Fosso, Gross

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 316 20TH-CENTURY BRITISH LITERATURE, EARLY

Zimring

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

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

Zimring

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Every third year, 4 semester credits.

ENG 318 MODERN POETRY

Szybist

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 319 POSTCOLONIAL LITERATURE: ANGLOPHONE AFRICA, INDIA, CARIBBEAN

Zimring

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 320 EARLY AMERICAN LITERATURE

Cole

Content: American literature in English from exploration and colonization through the beginning of the 19th century. Texts include autobiographies, sermons, captivity narratives, essays, poems, and novels. Topics include contemporary literary definitions of America (as land, a set of colonies, a nation, a culture, an ideology); the definition of American literature (What are our criteria of inclusion? How are those criteria conditioned by the structure of

academic discourse?); how literature of the period imagines the relationships between European and indigenous populations; how it imagines the relationship of America to Europe; how it reflects variant ideologies (both religious and secular) within the colonies and later the republic; the significance of the tensions between these ideologies for concepts that remain current in American discourse today (the individual, the new world, freedom, agency, the frontier).

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Every third year, 4 semester credits.

ENG 321 PRE-CIVIL WAR AMERICAN LITERATURE

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).

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 322 POST-CIVIL WAR AMERICAN LITERATURE

Callahan, Cole

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 323 MODERN AMERICAN LITERATURE, 1900 TO WORLD WAR II

Callahan

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 324 MODERN AMERICAN LITERATURE, POST-WORLD WAR II

Callahan

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 326 AFRICAN AMERICAN LITERATURE

Callahan

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

ENG 330 CHAUCER

Gross

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

ENG 331 SHAKESPEARE: EARLY WORKS

Asher

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

ENG 332 SHAKESPEARE: LATER WORKS

Asher

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

ENG 333 MAJOR FIGURES

Cole, Fosso, Pritchard, Toutonghi, Zimring

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

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

ENG 340 TOPICS IN LITERARY THEORY/CRITICISM

Fosso, Staff

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

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

ENG 401 ADVANCED POETRY WRITING

Szybist

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

Prerequisite and/or restriction: English 301 and senior standing; or consent of instructor.

Taught: Annually, 4 semester credits.

ENG 402 ADVANCED FICTION WRITING

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.

Prerequisite and/or restriction: English 200, 300, and senior standing; or consent of instructor.

Taught: Annually, 4 semester credits.

ENG 444 PRACTICUM

Staff

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Annually, 1-4 semester credits.

ENG 450 SENIOR SEMINAR

Staff

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

Prerequisite and/or restriction: English 205 and 206.

Taught: Annually, 4 semester credits.

ENG 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Annually, 1-4 semester credits.

English as a Second Language

See *Academic English Studies* in this catalog.

Environmental Studies

DIRECTOR: JAMES D. PROCTOR

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

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

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

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

THE MAJOR PROGRAM

The major includes core courses in environmental studies, breadth courses in the natural sciences, social sciences, and humanities, and a concentration or second major. In order to build an intellectually coherent understanding of environmental problems and solutions, core courses are designed to weave together concepts and skills drawn from breadth course fields. The core sequence starts with a broad introductory course followed by development of quantitative and qualitative analytical skills and advanced treatment of environmental problems and solutions. It culminates with a senior thesis representing original scholarly research on a topic of practical relevance. Breadth courses in fields including biology, geology, economics, sociology, international affairs, history, and philosophy provide important discipline-specific tools for environmental analysis. As preparation for research culminating in the senior thesis, students choose courses defining a concentration or complete a second major in order to gain greater depth in one particular subfield of environmental studies.

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

MAJOR REQUIREMENTS

A minimum of 60 semester credits, including the following:

- Eighteen semester credits of core environmental studies courses, including 160, 220, 330, and 400, plus 499 (a 1-4 credit independent study as preparation for 400). Ideally, 160 should be taken during the freshman year, 220 during the sophomore year, 330 during the sophomore or junior year,
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and 400 during the senior year. This schedule may be adjusted to account for overseas study, which all majors are urged to pursue in conjunction with a number of environmental research opportunities. (See below.)

- Twenty-six semester credits of environmental studies breadth courses:
Natural sciences: Any two courses drawn from Biology 141, Chemistry 110, and Geology 150.
Social sciences: Economics 260 and Sociology/Anthropology 305 or International Affairs 257.
Humanities: Philosophy 215 and one 4-semester-credit humanities elective approved in conjunction with the concentration proposal. (See next item.)
- Sixteen semester credits in a student-designed concentration, which may have a natural science, social science, and/or humanities focus and will be the basis for the senior thesis. At least two courses must be upper division. The concentration must be approved as part of declaring the major, generally no later than spring semester 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 thesis applying their second field to environmental studies.

MINOR REQUIREMENTS

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

- Three core environmental studies courses: 160, 220, and 330.
- Any three environmental studies breadth courses, drawn from Biology 141, Chemistry 110, Geology 150, Economics 260, International Affairs 257, Philosophy 215, and Sociology/Anthropology 305.

LOCAL AND OVERSEAS RESEARCH

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

INTERNSHIPS

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

HONORS

Students who distinguish themselves academically (GPA of 3.5 in the major and overall) are invited to apply to the honors program. Honors candidates work with faculty advisors to develop proposals for research theses, which must be approved by a committee of three environmental studies faculty members. Generally, the thesis will be completed as a part of Environmental Studies 400 (Senior Seminar). Each student prepares a written thesis in draft form, which must then be circulated to the committee no later than the ninth week of the

student's final semester. After the student completes the final version of the thesis and makes a formal oral presentation, the faculty determine whether to grant honors upon graduation.

SPONSORING FACULTY

Charles R. Ault Jr., professor of education.

Barbara A. Balko, associate professor of chemistry.

Donald G. Balmer, U.G. Dubach Professor of Political Science, emeritus.

Stephen Dow Beckham, Dr. Robert B. Pamplin Jr. Professor of History.

Anne K. Bentley, assistant professor of chemistry.

Andrew Bernstein, associate professor of history.

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

Greta Binford, associate professor of biology.

Kenneth E. Clifton, associate professor of biology.

Bob Mandel, professor of international affairs.

Jay Odenbaugh, associate professor of philosophy.

Bruce M. Podobnik, associate professor of sociology.

James D. Proctor, professor of environmental studies.

Daniel J. Rohlf, associate professor of law.

Elizabeth B. Safran, associate professor of geological science.

Tod Sloan, professor of counseling psychology.

Gregory A. Smith, professor of education.

ENVS 160 INTRODUCTION TO ENVIRONMENTAL STUDIES**Staff**

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

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

Taught: Annually (spring), 4 semester credits.

ENVS 220 ENVIRONMENTAL ANALYSIS**Proctor**

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.

Prerequisite and/or restriction: Environmental Studies 160 or consent of instructor. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Annually (fall), 5 semester credits.

ENVS 244 PRACTICUM

Staff

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

Prerequisite and/or restriction: Consent of instructor. At least two courses from the core major requirements listed above.

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

ENVS 330 SITUATING ENVIRONMENTAL PROBLEMS AND SOLUTIONS

Staff

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.

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

Taught: Annually (spring), 4 semester credits.

ENVS 400 SENIOR SEMINAR

Proctor

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

Prerequisite and/or restriction: Environmental Studies 330 and 499. Senior standing or consent of instructor.

Taught: Annually (spring), 4 semester credits.

ENVS 460 TOPICS IN ENVIRONMENTAL LAW AND POLICY

Proctor

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

Prerequisite and/or restriction: Environmental Studies 160. Junior standing or consent of instructor.

Taught: Alternate years, 3 semester credits.

ENVS 490 TOPICS IN ENVIRONMENTAL STUDIES

Staff

Content: Application of concepts and skills from Environmental Studies 160 and 220 to the understanding of specific environmental issues. Potential topics include biodiversity, climate change, energy, environmental justice, international agreements, land use, natural resource depletion, pollution, sustainability, transportation, and urban sprawl.

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

Taught: Alternate years, 4 semester credits. May be taken twice for credit if topic is different.

ENVS 499 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning on an advanced level. Details determined by the student and the supervising instructor. Students should have completed all the environmental studies core courses (except Environmental Studies 400) prior to taking this course.

Prerequisite and/or restriction: Junior standing. Consent of instructor.

Taught: Each semester, 1-4 semester credits.

Ethnic Studies

DIRECTOR: ELLIOTT YOUNG

Ethnic identity is integral to the formation of group consciousness, as it produces common meaning through shared language, religious traditions, and family history. At the same time, colonialism, slavery, and genocide have been intertwined with the construction of racial and ethnic categories. To recognize both the positive and negative aspects of ethnic identity, as well as to heed the significance of transnational migrations in the creation of diasporic identities, the ethnic studies minor focuses on five themes: diaspora, colonialism, slavery, genocide, and community formation. Fostering an interdisciplinary approach that pulls together a variety of historical, social, and cultural perspectives, the curriculum explores the five themes and related topics as they intersect with gender, sexuality, class, and nation.

MINOR REQUIREMENTS

A minimum of 24 semester credits distributed as follows:

- One core course: Sociology 225 or History 330.
- Interdisciplinary capstone course: 400.
- Sixteen elective semester credits, with 8 from the approved Arts and Humanities list and 8 from the approved Social Sciences list. Twelve semester credits must be discrete to the minor and at least one of the elective courses must be at the 300 or 400 level.

The ethnic studies curriculum is organized into the following core courses, capstone course, and elective courses. See appropriate department listings for course descriptions.

Core Courses

Sociology/Anthropology

225 Race and Ethnicity in Global Perspective (Sociology/Anthropology prerequisite may be waived with instructor's consent.)

History

330 Race and Ethnicity in American History

Capstone Course*Ethnic Studies*

400 Colloquium

Social Sciences*Communication*

313 Politics of Public Memory

330 Communication and Culture

340 Comparative Media Across Cultures

406 Rhetoric, Race, and Resistance

445 Communication, Race, and Social Justice

International Affairs

230 African Politics

232 Southeast Asian Politics

231 Latin American Politics

296 Human Rights in International Politics

Political Science

313 International Political Theory

322 Ethnicity and Nationalism

Psychology

390 Cross-Cultural Psychology

Sociology/Anthropology

225 Race and Ethnicity in Global Perspective

240 The Family in Cross-Cultural Perspective

251 Myth, Ritual, and Symbol

261 Gender and Sexuality in Latin America

266 Social Change in Latin America

270 Cultural Politics in East Asia

273 Japanese Culture: Gender and Identity

274 Japanese Culture Through Film

275 Africa: Social/Cultural Perspective

281 India in Sociological Perspective

285 Culture and Power in the Middle East

310 Religion in Society

324 Anthropology of Violence

350 Global Inequality

355 African Migration

363 Imagining the Nation

377 Postcolonial Identity in Latin America

385 Migration

Arts and Humanities*Art*

207 Pre-Columbian Art

451 Special Topics in Art History (only when the topic is relevant)

English

319 Postcolonial Literature

French Studies

330 Francophone Literature

450 Special Topics (only when the topic is Minority Voices—every third year)

Hispanic Studies

230 Hispanic Literature in Translation

360 Latin America and Spain: Pre-Columbian to Baroque

370 Latin America and Spain: Enlightenment to the Present

440 Topics in Hispanic Literatures (only when the topic is relevant)

446 Special Topics in Hispanic Literatures and Cultures

History

- 141 Colonial Latin American History
- 142 Modern Latin American History
- 209 Japan at War
- 217 The Emergence of Modern South Asia
- 222 Britain in the Age of Revolution, 1688 to 1815
- 226 20th-Century Germany
- 229 The Holocaust in Comparative Perspective
- 239 Constructing the American Landscape
- 242 Borderlands: U.S.-Mexico Border, 16th Century to Present
- 328 The British Empire
- 330 Race and Ethnicity in American History
- 345 Race and Nation in Latin America
- 347 Modern Mexico: Culture, Politics, and Economic Crisis
- 348 Modern Cuba
- 400 Reading Colloquium (only when the topic is relevant)
- 450 History Seminar (only when the topic is relevant)

Latin American Studies

- 200 Latin American Cultural Studies

Music

- 302 Jazz History
- 305 World Music: Asia
- 306 World Music: Latin America and the Caribbean

Theatre

- 382 American Theatre and Drama: 19th Century to Present

Education

- 547 Race, Culture, and Power (By approval of the Graduate School of Education and Counseling. See Policies and Procedures, Cross-Registration.)

SPONSORING FACULTY

Nicole Aas-Rouxparis, professor of foreign languages.

Linda Isako Angst, assistant professor of anthropology.

Stephanie Arnold, professor of theatre.

Franya Berkman, assistant professor of music.

Andrew Bernstein, associate professor of history.

Kimberly Brodtkin, assistant professor with term of history and gender studies and director of the Ray Warren Multicultural Symposium.

David A. Campion, associate professor of history.

Peter G. Christenson, professor of communication.

Maureen Healy, associate professor of history.

Deborah Heath, associate professor of anthropology.

Reiko Hillyer, visiting assistant professor of history.

John Holzwarth, assistant professor of political science.

Jane H. Hunter, professor of history.

Matthew Johnston, assistant professor of art history

Oren Kosansky, assistant professor of anthropology.

Timothy Mechlinski, assistant professor of sociology.

Dawn Odell, assistant professor of art and art history.

Bruce M. Podobnik, associate professor of sociology.

Matthieu Raillard, associate professor of Hispanic studies.

G. Mitchell Reyes, assistant professor of communication.

Heather Smith, assistant professor of international affairs.

Juan Carlos Toledano Redondo, associate professor of Hispanic studies.

Pauls Toutonghi, assistant professor of English.

Freddy O. Vilches, assistant professor of Hispanic studies.

Zaher Wahab, professor of education.

Wendy Woodrich, senior lecturer in foreign languages.

Elliott Young, associate professor of history.

Yueping Zhang, associate professor of psychology.

ETHS 244 PRACTICUM

Staff

Content: Development of extensive project relating to ethnic studies issues in an organizational setting. Placement in community-based social and educational agencies concerned with problems related to race and ethnicity, such as employment discrimination, immigration rights, civil and voting rights, equal access to education, housing, law, public policy, and political organization.

Prerequisite and/or restriction: One ethnic studies course.

Corequisites: Declared ethnic studies minor. Consent of program director and faculty sponsor.

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

ETHS 400 COLLOQUIUM

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.

Prerequisite and/or restriction: Sociology/Anthropology 225 or History 330.

Senior ethnic studies minor or consent of instructor.

Taught: Annually, 4 semester credits.

ETHS 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Sociology/Anthropology 225 or History 330.

Corequisites: Declared ethnic studies minor. Consent of program director and faculty sponsor.

Taught: Each semester, 2-4 semester credits.

Foreign Languages and Literatures

CHAIR: NICOLE AAS-ROUXPARIS

Consistent with the international orientation of Lewis & Clark, the Department of Foreign Languages and Literatures offers students a program of language, literature, literature in translation, and overseas study. Students learn to communicate in a foreign language, to think and read critically, and to understand values, beliefs, and cultural patterns that are different from their own. Recognizing the importance of learning the language in an environment where it is spoken, the department requires overseas study of its majors.

Courses in eight languages, including four major and three minor programs, are available for students who wish to pursue particular career or professional objectives; to continue studies in language, linguistics, and literature in graduate school; or to obtain a broad liberal arts education.

THE MAJOR PROGRAMS

The department offers four major programs: French Studies, German Studies, Hispanic Studies, and Foreign Languages. Minors are offered in Chinese, Japanese, and Russian. Majors are encouraged to combine their knowledge of

the language and literature of an area of the world with fields such as American and English literature, anthropology, art, communication, economics, history, international affairs, and sociology. Students should declare a major at the latest by the end of the sophomore year, at which time they choose a departmental advisor. Majors are encouraged to select an advisor as soon as possible since their major program, which includes overseas study, will require careful planning. Students who double-major select advisors in both departments. Faculty advisors provide counsel on course selection; major, minor, and general graduation requirements; international programs; careers; graduate study; and teaching assistantships. The department holds group meetings for majors at the beginning of each school year and as needed during the year.

OVERSEAS STUDY

All majors are required to participate in one of Lewis & Clark's international programs. Overseas study is the most effective way for students to improve their language skills and experience the culture they are studying.

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: Chinese 202 or the equivalent.
- Language-intensive fall semester in Harbin, China. May extend stay to a full year. Prerequisite and/or restriction: Chinese 310 or the equivalent.
- General culture fall semester in Beijing, China. May extend study through a language-intensive spring semester program. Prerequisite and/or restriction: Chinese 102 or the equivalent.
- General culture fall semester in Chengdu, China. May extend study through a language-intensive spring semester program. Prerequisite and/or restriction: Chinese 102 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 Nancy or Strasbourg, France. Prerequisites for majors: junior standing, completion of French 202, and a GPA of 3.000 in French courses. Prerequisites for nonmajors: French 202 and a GPA of 3.000 in French courses.
- Spring semester at the University of Dakar, Senegal. Prerequisites for majors: junior standing, completion of French 321, and a GPA of 3.000 in French courses. Prerequisites for nonmajors: junior standing, French 202, 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: German 202 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 three programs are highly recommended for Japanese minors.

- Fall and/or spring semester at Kansai Gaidai in Osaka, Japan. Prerequisite and/or restriction: Japanese 102 and an overall GPA of 3.000.
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- 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: Japanese 310 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: Japanese 102.

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: Russian 102 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 programs 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: Spanish 201. 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: Spanish 202. 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: Spanish 321 or prior participation in the Santiago de los Caballeros or Seville program. Suitable for all students.
- Fall and/or spring program in Santiago, Chile, and/or in Valparaiso, Chile. Prerequisite and/or restriction: Spanish 321 or prior participation in the Santiago de los Caballeros or Seville program. Suitable for all students.
- Fall and spring, or spring only, program in Alicante, Spain. Prerequisite and/or restriction: Spanish 321 or prior participation in the Santiago de los Caballeros or Seville program. Suitable for all students.

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 French 202, distributed as follows:

- French 301, 321, 410, and 450.
- Five elective courses from on-campus or overseas offerings. The three on-campus offerings are 330, 340, and 350.
- At least one semester in the Nancy, Strasbourg, or Senegal program. A full year of overseas study is strongly recommended. Students participating in a one-semester overseas program are advised to take 321 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 German 202, distributed as follows:

- German 301, 321, 410, and 450. (May be repeated for credit.)
- History 120, 121, 225, 226, 227, or 323, or the equivalent on campus or overseas.
- Two elective courses to be selected from offerings on campus or overseas. Four semester credits from 251/252 may be used as one elective.
- Participation in the full-year Munich program. Exemption only with departmental approval.
- German 411 and 422 (available in Munich only).
- A senior oral proficiency evaluation.

With the exception of 251/252, courses taken on campus on a credit-no credit basis cannot normally be counted toward the major.

Hispanic Studies

A minimum of 36 semester credits (nine courses) beyond Spanish 202, distributed as follows:

- Spanish 301, 321, 360, and 370.
- Spanish 440, 446, or 450.
- One course on Latin American history or politics selected from History 141 or 142, International Affairs 231, Latin American Studies 200 (with permission), or the equivalent overseas.
- Three additional courses selected from offerings on campus or overseas. May include a second taking of Spanish 440, 446, or 450, with a change of topic.
- At least one semester in the 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.

MAJOR REQUIREMENTS: FOREIGN LANGUAGES

This major allows students to pursue the study of any two of the following languages: Chinese, French, German, Japanese, Russian, and Spanish. The foreign languages major is appropriate for students interested in foreign language skills and the structure of language. The department encourages students to combine their language skills with fields such as American and English literature, anthropology, art, communication, economics, history, international affairs, and sociology. The major requires a minimum of 16 semester credits in a primary language, 12 semester credits in a secondary language, 4 semester credits in linguistics (for a total of 32 semester credits), and one semester overseas, distributed as follows:

- Introduction to linguistics: Foreign Languages 240.
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- 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:
Chinese: 310, 320, 410 (or the equivalent of any of these from overseas). Literature in translation courses: 230, 290.
French: 301, 321, and two of 330, 340, 350, 410, 450 (or the equivalent of any of these from overseas). At least one 300-level and at least one 400-level course must be taken on campus.
German: 301, 321, 350 (or equivalent of any these from overseas), and 410 or 450. At least one 400-level course must be taken on campus.
Japanese: 310, 320, 410, 420 (or the equivalent of any of these from overseas). Literature in translation courses: 230, 290.
Spanish: 301, 321, and two of 360, 370, 440, 446, 450 (or the equivalent of any of these from overseas). At least one 300-level and at least one 400-level course must be taken on campus.
Russian: 330, 351, 420 (or the equivalent of any of these from overseas). Literature in translation courses: 230, 290.
- Overseas study: At least one semester overseas, with one to three courses taught in the primary language.
- Secondary language: A minimum of 12 semester hours (three courses) beyond 202, including at least one upper-level course taken on campus. Overseas study is not required for the secondary language. Select courses from the following:
Chinese: 310, 320, one literature in translation course (230 or 290), two conversation courses (251 and 252), 410.
French: 301, 321 (or equivalent), two conversation courses (261, 262). 330, 340, or 350 may be used with special permission.
German: 301, 321, 350 (or equivalent), 230, two conversation courses (251, 252). 410 or 450 may be used with special permission.
Japanese: 310, 320, one literature in translation course (230 or 290), two conversation courses (251 and 252), 410, 420.
Russian: 330, 351, one literature in translation course (230 or 290), two conversation courses (251 and 252), 420.
Spanish: 301, 321 (or equivalent), 230, two conversation courses (251, 252 or 261, 262), 360, 370.

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 202, distributed as follows:

- Chinese 230 or 290.
- A minimum of four courses from the following list: Chinese 251, 252 (if two courses are taken); 310, 320, 410; overseas offerings 308, 309, 315, 316, 408, 415, 416. 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 202, distributed as follows:

- Japanese 230 or 290.
- A minimum of four courses from the following list: Japanese 251, 252 (if two courses are taken); 310, 320, 410, 420; overseas offerings 308, 309, 315, 316, 408, 409, 415, 416. 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 202, distributed as follows:

- Russian 230 or 290.
- A minimum of four courses from the following list: Russian 251, 252 (if two courses are taken); 330, 351, 420; overseas offerings 315, 316, 415, 416. At least one 4-credit upper-level language course must be taken on campus.

Participation in an overseas program in Russian is highly recommended. No more than two courses applied toward the minor may be used to complete requirements for another major or minor.

SPECIAL PROGRAMS

The foreign language department's literature and culture programs are complemented by several interdisciplinary programs. Students of Chinese or Japanese may major or minor in East Asian studies. (See separate listing in this catalog.) Students of Spanish may choose an interdisciplinary minor in Latin American studies. (See separate listing in this catalog.) Students of Greek or Latin may choose an interdisciplinary minor in Classical studies. (See separate listing in this catalog.)

HONORS

The department invites outstanding students to submit proposals for an honors project to be defined in consultation with department faculty. Students must have a GPA of 3.500 or higher in the major and overall. The program entails a two-semester independent-study research project culminating in a paper. Students must begin their projects no later than the first semester of their senior year and present them to the department by the 10th week of the final semester. While writing their honors projects, students must be enrolled in 490, Honors Thesis, for a total of 4 semester credits, credit-no credit. Credit earned for the honors project is in addition to the nine courses required for the major.

RESOURCES FOR NONMAJORS

Students who have had no language training should begin a foreign language at the 101 level. Others who have had experience with a foreign language may take a placement examination upon entering Lewis & Clark to determine the level at which they should start their college language program. Anyone with adequate background may take any and all courses offered in that language. The department offers a linguistics course and literature courses in English translation.

FACULTY

Nicole Aas-Rouxparis, professor. French, 20th-century French and Francophone literatures, women writers.

Katharina Altpeter-Jones, associate professor. German, medieval and early modern German literature, women writers.

Therese Augst, assistant professor. German, German literature and culture of the 18th through 20th centuries, intellectual history, critical theory.

Keith Dede, associate professor. Chinese language and linguistics.

Isabelle DeMarte, associate professor. French, 17th- and 18th-century French literature.

Claudia Nadine, associate professor of French with term, 19th-century literature.

Tatiana Osipovich, associate professor. Russian literature, language, culture.

Matthieu Raillard, associate professor. Hispanic studies, 18th- and 19th-century Peninsular Spanish literature.

Molly Robinson Kelly, assistant professor. French, medieval literature, place and literature, Albert Cohen.

Bruce Suttmeier, associate professor. Japanese language, contemporary Japanese literature.

Juan Carlos Toledano Redondo, associate professor. Hispanic studies, 19th- and 20th-century Spanish American literature, Hispanic-Caribbean literature.

Freddy O. Vilches, assistant professor. Hispanic studies, contemporary Spanish American literature, poetry, and song, Latin American cultural studies.

Wendy Woodrich, senior lecturer. Spanish language, Latin American literature and culture, Hispanics in the United States.

VISITING FACULTY

Gordon Kelly, visiting assistant professor of humanities. Latin and Greek language and literature, Roman and Greek history.

INSTRUCTORS

Mireille Balland. French language.

Cecilia I. Benenati. Spanish language.

Meiru Liu. Chinese language.

Megan McDonald. Spanish language.

Marisela Nyoka. Spanish language.

299, 499 INDEPENDENT STUDY

Staff

Content: Available in Chinese, French, German, Japanese, Russian, Spanish. Independent work dealing with the language, literature, or culture of the country or countries being studied. Students design the course in consultation with a faculty member as to title, content, means of evaluation, and amount of academic credit.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

Linguistics

FL 240 INTRODUCTION TO LINGUISTICS

Dede

Content: An introduction to the scientific study of language. 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 first-hand investigation.

Prerequisite and/or restriction: The completion of one foreign language through the 201 level.

Taught: Annually, 4 semester credits.

Chinese

CHIN 101, 102 BEGINNING CHINESE

Dede, Staff

Content: Introduction to basic structures of Standard Chinese with the goal of developing an elementary ability to converse, read, and write on topics of daily life. Emphasis on developing communicative competence. Reading and writing Chinese (approximately 400 characters). Contemporary culture introduced in the context of language learning.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

CHIN 201, 202 INTERMEDIATE CHINESE

Dede, Liu

Content: Continuing development of ability to read and write on topics of daily life and general concern in Standard Chinese. Increase in expectation of students' competence in the written language, including the addition of 900 characters. Introduction to the use of dictionaries. Basic expository writing.

Prerequisite and/or restriction: Chinese 102 or equivalent. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

CHIN 230, 231 INTRODUCTION TO CHINESE LITERATURE IN TRANSLATION

Dede

Content: Introduction to themes in the Chinese literary tradition. English translations of poetry, prose, fiction, drama from the 11th century B.C.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 231 option for the course entails extra readings and assignments on theories and methodologies for literary and cultural studies. The 230 and 231 options may not be taken simultaneously. Taught in English; no background in Chinese language or literature required.

Prerequisite and/or restriction: None.

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

CHIN 251, 252 CHINESE CONVERSATION

Staff

Content: Vocabulary and idioms in spoken Chinese. Improving pronunciation and correcting grammar to increase students' mastery of spoken Chinese, encourage self-confidence in using the language, and enable students to function in a Chinese environment.

Prerequisite and/or restriction: Chinese 201 or consent of instructor.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

CHIN 290, 291 TOPICS IN CHINESE LITERATURE IN TRANSLATION

Dede

Content: English translations focusing on literary genre (poetry, prose, fiction, drama), period (ancient, medieval, modern, contemporary), and/or theme (mythology, the supernatural, Taoist writings, secular rituals, race and gender). Lectures, discussions, student essays, and background readings on literary, cultural, historical, philosophical, religious, and social background of works studied. Topics vary from year to year. The 291 option for the course entails extra readings and assignments on theories and methodologies for literary and

cultural studies. The 290 and 291 options may not be taken simultaneously. Taught in English; no background in Chinese language or literature required.

Prerequisite and/or restriction: None. Chinese 230 or 231 recommended.

Taught: Alternate years, 4 semester credits. With consent of instructor, may be taken twice for credit.

CHIN 310 READINGS AND COMPOSITION IN CHINESE

Dede, Liu

Content: Oral expression, listening comprehension, reading, and writing. Expository and creative writing, syntax, idiomatic usage emphasized to promote fluency. Review and consolidation of grammar and Chinese characters from previous years, expansion of structural and idiomatic command. Increased use of Chinese dictionaries. Reading and writing in both regular and simplified characters. Short oral presentations, compositions, other exercises to build toward mastery of speaking, reading, writing. Short prose works, fiction, drama, poetry, print and video media.

Prerequisite and/or restriction: Chinese 202 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

CHIN 320 ADVANCED READINGS IN CHINESE

Dede, Liu

Content: Advanced language study based on readings and films about China on topics of cultural interest such as modes of thought, history, contemporary culture, current social issues. Substantial expansion of ability to read characters while maintaining written command through frequent writing exercises. Reading and writing in both regular and simplified characters. Topics vary from year to year.

Prerequisite and/or restriction: Chinese 202 or equivalent, or consent of instructor. Chinese 310 recommended.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

CHIN 410 ADVANCED READINGS IN CHINESE: SOCIETY AND CULTURE

Dede, Liu

Content: A continuation of advanced language study focusing on unedited Chinese texts and the tools necessary for understanding them. Readings from a variety of genres, including belles lettres, academic essays, newspapers. Includes an introduction to library and online resources commonly used for the study of Chinese texts. Students write critical essays on their readings. Content varies from year to year.

Prerequisite and/or restriction: Chinese 320 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

CHIN 444 CHINESE PRACTICUM

Dede, Liu

Content: Advanced Chinese language students lead beginning and intermediate students in conversation groups and in discussions of Chinese culture.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

CHIN 490 HONORS THESIS

Dede

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisite and/or restriction: Consent of instructor. Departmental approval.

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

French Studies

FREN 101, 102 BEGINNING FRENCH

DeMarte, Nadine, Robinson Kelly, Staff

Content: Basic vocabulary and structural patterns of the French language.

Emphasis on developing speaking and writing skills. Practical conversations dealing with all aspects of traditional French and Francophone culture.

Conversation group sessions required.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

FREN 201, 202 INTERMEDIATE FRENCH

Aas-Rouxparis, DeMarte, Robinson Kelly, Staff

Content: Strengthening language skill foundation. Solid grammar review and vocabulary expansion. Emphasis on oral and written proficiency. Short compositions and group presentations based on selected literary and cultural readings, audio and video materials.

Prerequisite and/or restriction: French 102 or placement exam. Must be taken in sequence.

Taught: Annually, 4 semester credits.

FREN 230 FRENCH LITERATURE IN TRANSLATION

DeMarte, Nadine, Robinson Kelly

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.

Prerequisite and/or restriction: None.

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

FREN 244 FRENCH PRACTICUM

Aas-Rouxparis, DeMarte, Robinson Kelly, Staff

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.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

FREN 261, 262 CONVERSATIONAL FRENCH

Staff

Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials.

Prerequisite and/or restriction: French 202.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

FREN 301 FRENCH COMPOSITION AND CONVERSATION

Aas-Rouxparis, DeMarte, Robinson Kelly, Staff

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.

Prerequisite and/or restriction: French 202 or placement exam.

Taught: Annually, 4 semester credits.

FREN 321 INTRODUCTION TO FRENCH LITERARY STUDIES

Aas-Rouxparis, DeMarte, Robinson Kelly, Staff

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.

Prerequisite and/or restriction: French 301 or consent of instructor.

Taught: Annually, 4 semester credits.

FREN 330 FRANCOPHONE LITERATURE

Aas-Rouxparis

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.

Prerequisite and/or restriction: French 321 or the equivalent.

Taught: Alternate years, 4 semester credits.

FREN 340 FRENCH LITERATURE AND SOCIETY

Aas-Rouxparis, DeMarte, Robinson Kelly, Staff

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, response papers, short research paper.

Prerequisite and/or restriction: French 321 or the equivalent.

Taught: Alternate years, 4 semester credits.

FREN 350 TOPICS IN FRENCH AND FRANCOPHONE LITERATURE

Aas-Rouxparis, DeMarte, Nadine, Robinson Kelly, Staff

Content: Special topic pertaining to prominent issues of French and/or Francophone literature. The chosen topic will vary and may include the study of a genre, literary movement, historical period, or theme. Possible topics include medieval romance, the lives of saints, the Renaissance, epistolarity, theatre, gender studies, traditional oral literature, existentialism, film studies. Linguistic and literary proficiency practiced through extensive oral and written work and final examination.

Prerequisite and/or restriction: French 321 or the equivalent.

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

FREN 410 MAJOR PERIODS IN FRENCH LITERATURE

Aas-Rouxparis, DeMarte, Nadine, Robinson Kelly, Staff

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, final.

Prerequisite and/or restriction: French 321. Senior standing.

Taught: Annually, 4 semester credits.

FREN 444 FRENCH PRACTICUM

Aas-Rouxparis, DeMarte, Robinson Kelly, Staff

Content: Possible practica include the following: 1) Independent research dealing with a French/Francophone project under faculty supervision. 2) Participation in a theatre workshop that culminates in mounting a French play for the campus community. 3) Internship at the Portland "Ecole française" French-immersion school.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

FREN 450 SPECIAL TOPICS

Aas-Rouxparis, DeMarte, Robinson Kelly, Staff

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.

Prerequisite and/or restriction: French 321. Senior standing.

Taught: Annually, 4 semester credits.

FREN 490 HONORS THESIS

Aas-Rouxparis, DeMarte, Staff

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisite and/or restriction: Consent of instructor. Departmental approval.

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

German Studies

GERM 101, 102 BEGINNING GERMAN

Altpeter-Jones

Content: Fundamentals of German language and culture through speaking, listening, reading, writing. Basic vocabulary and grammatical structures of German practiced orally and in writing. Large- and small-group participation. Viewing and discussion of short films to develop conversational skills and understanding of German culture. Interactive computer exercises for individual student practice. Oral projects. Web-based activities.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

GERM 201, 202 INTERMEDIATE GERMAN

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.

Prerequisite and/or restriction: German 102 or placement exam. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

GERM 230 GERMAN LITERATURE IN TRANSLATION

Altpeter-Jones, August

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, Viking Culture and German Film. Taught in English: no background in German language or literature required.

Prerequisite and/or restriction: None.

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

GERM 244 GERMAN PRACTICUM

Altpeter-Jones

Content: Advanced language students lead beginning German students in weekly discussions of German instructional films.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-2 semester credits. May be repeated for credit.

GERM 251, 252 CONVERSATIONAL GERMAN

Staff

Content: Development of speaking and listening proficiency through analytical and creative activities such as discussions, presentations, skits, interactive games. Newspapers, magazines, and contemporary films provide sources for topics of conversation. Practice of vocabulary, idioms, and patterns of language.

Prerequisite and/or restriction: German 201.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

GERM 301 GERMAN COMPOSITION AND CONVERSATION

August

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.

Prerequisite and/or restriction: German 202 or placement exam.

Taught: Annually, 4 semester credits.

GERM 321 INTRODUCTION TO LITERARY STUDIES

Altpeter-Jones

Content: Expository and creative writing with compositions, critical readings, and discussions based on selections from 20th-century German literature and culture. Advanced grammar, stylistics, and idiomatic usage studied in the context of reading and writing. Proficiency-based oral presentations, compositions, exams, projects.

Prerequisite and/or restriction: German 301 or consent of instructor.

Taught: Annually, 4 semester credits.

GERM 350 TOPICS IN GERMAN LITERATURE AND CULTURE

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.

Prerequisite and/or restriction: German 321 or equivalent.

Taught: Annually, 4 semester credits.

GERM 410 MAJOR PERIODS IN GERMAN LITERATURE FROM THE BEGINNING TO ENLIGHTENMENT

Altpeter-Jones

Content: Introduction to the literature and culture of the early Middle Ages, the courtly period of the 12th century, 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.

Prerequisite and/or restriction: German 321 or consent of instructor.

Taught: Annually, 4 semester credits.

GERM 411 MAJOR PERIODS OF GERMAN LITERATURE FROM THE ENLIGHTENMENT TO THE PRESENT

Rischer (Munich)

Content: The major literary periods of German literature from the Enlightenment to the present through theatre. Plays by writers such as Lessing, Goethe, Schiller, and Brecht are read and discussed in their social and literary contexts. Students then see the plays performed on stage. Close reading of texts and development of writing and speaking proficiency, culminating in a critique of a play.

Prerequisite and/or restriction: German 321 or equivalent.

Taught: Annually, 4 semester credits.

GERM 422 GERMAN CULTURE AND CIVILIZATION (LANDESKUNDE)

Rischer (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.

Prerequisite and/or restriction: German 321 or equivalent.

Taught: Annually, 4 semester credits.

GERM 444 GERMAN PRACTICUM

Augst

Content: Advanced language students lead intermediate German students in weekly discussions of German instructional films.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-2 semester credits.

GERM 450 SPECIAL TOPICS

Augst

Content: Special topics pertaining to prominent issues of German literature and culture. Primary texts explored in the context of current critical discourses. Topical content varies. Recent topics 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.

Prerequisite and/or restriction: German 321.

Taught: Annually, 4 semester credits. May be repeated for credit with change of topic.

GERM 490 HONORS THESIS

Altpeter-Jones, Augst

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisite and/or restriction: Consent of instructor. Departmental approval.

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

Greek

GRK 101, 102 CLASSICAL GREEK

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 to fulfill the foreign languages requirement.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Alternate years, 4 semester credits each.

GRK 201 READINGS IN HELLENISTIC AND CLASSICAL GREEK

Kugler

Content: Readings in the religious and secular literature of the Hellenistic and Classical periods. May be used to fulfill the foreign language requirement.

Prerequisite and/or restriction: Greek 102 or consent of instructor.

Taught: Alternate years, 4 semester credits.

Hispanic Studies*

SPAN 101, 102 BEGINNING SPANISH

Benenati, Nyoka, McDonald, Staff

Content: Basic vocabulary and structural patterns of Spanish, including all verb tenses in the indicative and subjunctive moods. Aspects of Hispanic culture. Practice in using the language: oral comprehension and development of skills in speaking, reading, writing Spanish. Interactive learning center for individual student practice.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

SPAN 112 ACCELERATED BEGINNING SPANISH

Staff

Content: Combination of Spanish 101 and 102, meeting five times weekly. Intensive language instruction for students with little or no prior study of Spanish who wish to complete their foreign language requirement in two semesters. Basic vocabulary and structural patterns of Spanish. Aspects of Hispanic culture. Practice in using the language; oral comprehension and development of skills in speaking, reading, writing Spanish. Interactive learning center for individual student practice.

Prerequisite and/or restriction: None.

Taught: Summer session only, 6 semester credits.

* The Spanish Placement Exam is offered online at go.lclark.edu/spanish. Students may take the exam online during the summer, and also before each advising period. Please visit the website for exact dates. The results of the Spanish Placement Exam are valid for one year. Questions about this process may be addressed to spt@lclark.edu.

SPAN 201, 202 INTERMEDIATE SPANISH

Benenati, McDonald, Nyoka, Raillard, Toledano Redondo, Vilches, Woodrich, Staff

Content: Study of grammar, vocabulary, culture, and civilization. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.

Prerequisite for 201: Spanish 102, 112 or equivalent, or placement exam. Must be taken in sequence.

Prerequisite for 202: Spanish 201, 201A or equivalent, or placement exam. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

SPAN 201A INTERMEDIATE SPANISH

Staff

Content: Grammar, vocabulary, culture, and civilization. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.

Prerequisite and/or restriction: Spanish 102, 112 or equivalent, or placement exam.

Taught: Summer session only, 4 semester credits.

SPAN 230 HISPANIC LITERATURE IN TRANSLATION

Raillard, Toledano Redondo, Vilches, Woodrich

Content: Major works of Latin American and Spanish narrative literature, with emphasis on authors who treat relevant social, political, historical, or cultural issues. Topics vary from year to year. Taught in English; no background in Spanish language or Hispanic literature required.

Prerequisite and/or restriction: None.

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

SPAN 251, 252 INTERMEDIATE CONVERSATIONAL SPANISH

Staff

Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials.

Prerequisite and/or restriction: Spanish 102.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

SPAN 261, 262 ADVANCED CONVERSATIONAL SPANISH

Staff

Content: Development of advanced speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials.

Prerequisite and/or restriction: Spanish 301.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

SPAN 301 SPANISH COMPOSITION AND CONVERSATION

Raillard, Toledano Redondo, Vilches, Woodrich

Content: Oral expression, idiomatic usage, creative and expository writing with advanced grammar review. Readings, discussions, and compositions based on selections from Hispanic culture and literature, magazines, videos, materials from the Internet. Emphasis on developing proficiency in spoken and written Spanish.

Prerequisite and/or restriction: Spanish 202 or equivalent, or placement exam.

Taught: Annually, 4 semester credits.

SPAN 321 INTRODUCTION TO LITERARY STUDIES

Raillard, Toledano Redondo, Vilches, Woodrich

Content: Literary analysis and compositions based on selected readings from Spanish and Latin American literature. Advanced work in syntax and composition including explication of literary texts.

Prerequisite and/or restriction: Spanish 301 or equivalent.

Taught: Annually, 4 semester credits.

SPAN 360 LATIN AMERICA AND SPAIN: PRE-COLUMBIAN TO BAROQUE

Raillard, Toledano Redondo, Vilches, Woodrich

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.

Prerequisite and/or restriction: Spanish 321 or consent of instructor.

Taught: Annually, 4 semester credits.

SPAN 370 LATIN AMERICA AND SPAIN: ENLIGHTENMENT TO THE PRESENT

Raillard, Toledano Redondo, Vilches, Woodrich

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.

Prerequisite and/or restriction: Spanish 321 or consent of instructor.

Taught: Annually, 4 semester credits.

SPAN 440 TOPICS IN HISPANIC LITERATURES

Raillard, Toledano Redondo, Vilches, Woodrich

Content: Study of a genre, a literary movement, or a topic in Hispanic literatures (Peninsular and/or Latin American, or U.S. Latino). Extensive oral and written work culminating in a research paper written and presented in Spanish.

Prerequisite and/or restriction: Spanish 360 or 370.

Taught: Annually, 4 semester credits. May be repeated for credit with change of topic.

SPAN 444 SPANISH PRACTICUM

Raillard, Toledano Redondo, Vilches, Woodrich

Content: Independent work under faculty supervision on a project dealing with the Hispanic community. Details of content, evaluation, title, and academic credit determined by student in consultation with faculty member.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

SPAN 446 SPECIAL TOPICS IN HISPANIC LITERATURES AND CULTURES

Raillard, Toledano Redondo, 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 and presented in Spanish.

Prerequisite and/or restriction: Spanish 360 or 370.

Taught: Annually, 4 semester credits. May be repeated for credit with change of topic.

SPAN 450 SPECIAL TOPICS

Raillard, Toledano Redondo, Vilches, Woodrich

Content: Special topics or issues of Hispanic literature and culture. Extensive oral and written work culminating in a research paper written and presented in Spanish.

Prerequisite and/or restriction: Spanish 360 or 370.

Taught: Annually, 4 semester credits. May be repeated for credit with change of topic.

SPAN 490 HONORS THESIS

Raillard, Toledano Redondo, Vilches, Woodrich

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisite and/or restriction: Consent of instructor. Departmental approval.

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

Japanese

JAPN 101, 102 BEGINNING JAPANESE

Kurogi, Suttmeier

Content: Introduction to and development of basic language skills with emphasis on overall communication proficiency. Vocabulary, sentence structure, aural comprehension. Ability to function in everyday-life situations in Japan.

Contemporary Japanese culture introduced in context of language learning.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

JAPN 201, 202 INTERMEDIATE JAPANESE

Suttmeier, Staff

Content: Continuing work on basic language skills. Oral and written exercises, mastery of more complex sentence structures, expanding vocabulary.

Contemporary Japanese culture introduced in context of language learning.

Prerequisite and/or restriction: Japanese 102 or equivalent. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

JAPN 230, 231 INTRODUCTION TO JAPANESE LITERATURE IN TRANSLATION

Suttmeier

Content: Themes central to Japanese literature. English translations of fiction from all periods: from Heian court texts to postmodern novels. Lectures, discussions, student essays, and supplementary background readings on broader social, cultural, and historical contexts of Japanese literature. The 231 option for the course entails extra readings and assignments on the theories and methodologies for literary and cultural analysis. The 230 and 231 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required.

Prerequisite and/or restriction: None.

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

JAPN 251, 252 JAPANESE CONVERSATION

Staff

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.

Prerequisite and/or restriction: Japanese 201 or consent of instructor.

Taught: Annually, 2 semester credits each. Both courses may be taken twice for credit or taken in sequence for a maximum of 4 credits, credit-no credit.

JAPN 290, 291 TOPICS IN JAPANESE LITERATURE IN TRANSLATION

Suttmeier

Content: English translations focusing on literary genre (poetry, prose, fiction, drama), period (medieval, premodern, modern, contemporary), and/or theme (aesthetics, storytelling, nature, community, power, gender, sexuality). Lectures, discussions, student essays, and background readings on literary, cultural, historical, philosophical, religious, social background of works studied. Topics vary from year to year. The 291 option for the course entails extra readings and assignments on the theories and methodologies for literary and cultural analysis. The 290 and 291 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits. With consent of instructor, may be taken twice for credit.

JAPN 310 READINGS AND COMPOSITION IN JAPANESE

Suttmeier, Staff

Content: Oral expression, listening comprehension, reading, writing. Expository and creative writing, syntax, idiomatic usage emphasized to promote fluency. Review and consolidation of grammar and vocabulary learned in previous years, expansion of structural and idiomatic command. Readings in increasingly natural Japanese, including contemporary short stories and current newspaper and magazine articles. Short oral presentations, compositions, other exercises to build general language proficiency.

Prerequisite and/or restriction: Japanese 202 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

JAPN 320 READINGS AND COMPOSITION IN JAPANESE II

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.

Prerequisite and/or restriction: Japanese 202 or equivalent, or consent of instructor. Japanese 310 recommended.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

JAPN 410 ADVANCED READINGS IN JAPANESE: SOCIETY AND CULTURE

Suttmeier, Staff

Content: Advanced readings in Japanese to familiarize students with a range of written styles. Emphasis on vocabulary, reading, writing, new kanji. Excerpts from contemporary works, including newspaper and magazine articles, short stories, literary essays, as well as works analyzing Japanese society, culture, customs. Expository and creative writing exercises. Topics vary from year to year.

Prerequisite and/or restriction: Japanese 320 or equivalent, or consent of instructor.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

JAPN 420 ADVANCED READINGS IN JAPANESE: FICTION AND NONFICTION

Kurogi, Suttmeier

Content: Advanced readings in Japanese fiction and nonfiction to familiarize students with a range of literary styles. Excerpts from contemporary writers, which may include essays and short fiction from Kawakata, Murakami, Tanizaki, others. Emphasis on close reading, analytical writing, detailed discussion of the texts. Topics vary from year to year.

Prerequisite and/or restriction: Japanese 320 or equivalent.

Taught: Annually, 4 semester credits. With consent of instructor, may be taken twice for credit.

JAPN 444 JAPANESE PRACTICUM

Suttmeier, Staff

Content: Advanced Japanese language students lead beginning and intermediate students in conversation groups and in discussions of Japanese culture, including instructional films.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

JAPN 490 HONORS THESIS

Suttmeier

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisite and/or restriction: Consent of instructor. Departmental approval.

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

Latin

LATN 101, 102 BEGINNING LATIN

Kelly

Content: Emphasis on basic vocabulary and grammar necessary to read Latin texts of the Classical period.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Alternate years, 4 semester credits each.

LATN 201 INTERMEDIATE LATIN

Kelly

Content: Continued work on expanding basic vocabulary and understanding of grammar covered in Latin 101, 102. Emphasis on reading Latin texts of the Classical period. May be used to fulfill the foreign language requirement.

Prerequisite and/or restriction: Latin 102 or equivalent.

Taught: Alternate years, 4 semester credits.

Russian

RUSS 101, 102 BEGINNING RUSSIAN

Osipovich, Staff

Content: Fundamentals of Russian language through speaking, listening, reading, writing. Basic vocabulary and grammatical structures practiced orally and in writing. Correct pronunciation and usage in practical conversation and simple composition. Aspects of traditional and contemporary Russian culture and life.

Prerequisite and/or restriction: None. Must be taken in sequence.

Taught: Annually, 4 semester credits each.

RUSS 201 INTERMEDIATE RUSSIAN

Osipovich, Staff

Content: Active language skills and review and continuation of grammar. Short stories read and discussed. Writing of compositions using new vocabulary and structure. Traditional and contemporary Russian culture.

Prerequisite and/or restriction: Russian 102 or equivalent.

Taught: Annually, 4 semester credits.

RUSS 202 INTERMEDIATE RUSSIAN

Osipovich, Staff

Content: Active language skills and review and continuation of grammar.

Reading of short stories for class discussion and compositions to implement new vocabulary and structure. Traditional and contemporary Russian culture introduced in context of language learning.

Prerequisite and/or restriction: Russian 201.

Taught: Annually, 4 semester credits.

RUSS 230 INTRODUCTION TO RUSSIAN LITERATURE IN TRANSLATION

Osipovich

Content: Introduction to Russian literature's greatest writers and thinkers including Pushkin, Gogol, Tolstoy, Dostoevsky, Chekhov, Bunin, Pasternak, Bulgakov, Akhmatova. Close textual analysis; literary structures and forms; thematic content. Relationship between style and structure. Themes, genres, historical context, social and ethical issues. Taught in English; no background in Russian language or literature required.

Prerequisite and/or restriction: None.

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

RUSS 251 RUSSIAN CONVERSATION

Staff

Content: Practice in spoken Russian on selected topics. Development of speaking and listening proficiency by expanding vocabulary and building conversational skill through such activities as discussions, short presentations, interactive games, skits.

Prerequisite and/or restriction: Russian 201 or consent of instructor.

Taught: Annually, 2 semester credits. May be taken twice for credit, credit-no credit.

RUSS 252 RUSSIAN CONVERSATION

Staff

Content: Practice in spoken Russian on selected topics. Improving proficiency by expanding vocabulary and employing idioms and correct grammar. Topics based on current events and student interest.

Prerequisite and/or restriction: Russian 201 or consent of instructor.

Taught: Annually, 2 semester credits. May be taken twice for credit, credit-no credit.

RUSS 290 TOPICS IN RUSSIAN LITERATURE AND CULTURE IN TRANSLATION

Osipovich, Staff

Content: Major aspects or periods of Russian literature and culture. Topics vary from year to year. Taught in English: no background in Russian language or literature required. Previous topics include 20th-century literature and film, fairy tales, women in literature and culture, contemporary society and culture, Russian laughter in literature and film.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits. With consent of instructor, may be taken twice for credit.

RUSS 330 READINGS AND CONVERSATION IN RUSSIAN

Osipovich, Staff

Content: Development of reading and speaking skills at the postintermediate level. Introduction to the language of the Russian press. Learning reading techniques and strategies, expanding vocabulary, and improving ability to discuss social and cultural issues of contemporary society. Topics may include education, the arts, religion, crime, economy, ecology, gender roles, other social issues.

Prerequisite and/or restriction: Russian 202 or equivalent.

Taught: Annually, 4 semester credits.

RUSS 351 RUSSIAN COMPOSITION AND CONVERSATION

Osipovich, Staff

Content: Development of oral and written communication skills through readings, discussions, and compositions based on materials selected from Russian literature and culture. Emphasis on developing proficiency in spoken and written Russian with correct grammar, syntax, and style.

Prerequisite and/or restriction: Russian 202 or equivalent.

Taught: Annually, 4 semester credits.

RUSS 420 ADVANCED READINGS IN RUSSIAN: FICTION AND NONFICTION

Osipovich, Staff

Content: Advanced readings in Russian fiction and nonfiction to familiarize students with a range of literary and journalistic styles. Readings include short works by Russian authors and material from the contemporary mass media on Russian society and culture. Expansion of vocabulary and work on style and syntax in expository, critical, and creative writing exercises. Applied use of library and Russian Internet resources for research and translation projects. Content varies from year to year.

Prerequisite and/or restriction: Russian 351 or consent of instructor.

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

RUSS 444 RUSSIAN PRACTICUM

Osipovich, Staff

Content: Independent work under faculty supervision on a project dealing with the Russian community. Advanced Russian language students may also lead beginning and intermediate students in discussions of Russian culture.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

RUSS 490 HONORS THESIS

Osipovich

Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member.

Prerequisite and/or restriction: Consent of instructor. Departmental approval.
Taught: Annually, 1-4 semester credits, credit-no credit.

Gender Studies

DIRECTOR: DEBORAH HEATH

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 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:

- Program core courses: 200, 300, and 440.
- Gender diversity: 231 or another approved course.
- Eight additional semester credits selected from a list of approved electives (updated annually and available from the program director and on the program website).

At least 16 semester credits must be discrete to the minor (may not be used in any other set of major or minor requirements). In addition, at least four of the courses for the minor must be taken at Lewis & Clark. No more than 4 semester credits of internship may be applied to the minor.

SPONSORING FACULTY

Nicole Aas-Rouxparis, professor of French.

Katharina Altpeter-Jones, associate professor of German.

Linda Isako Angst, assistant professor of anthropology.

Stephanie K. Arnold, professor of theatre.

Jane Monnig Atkinson, professor of anthropology.

Eleonora Beck, James W. Rogers Professor of Music.

Andrew Bernstein, associate professor of history.

Kimberly Brodtkin, assistant professor with term of history and gender studies and director of the Ray Warren Multicultural Symposium.

David A. Campion, associate professor of history.

Mary Clare, professor of counseling psychology.

Rachel Cole, assistant professor of English.

Janet E. Davidson, associate professor of psychology.
Isabelle DeMarte, associate professor of French.
Jerusha Detweiler-Bedell, associate professor of psychology.
Dinah Dodds, professor emerita of German.
Kurt Fosso, associate professor of English.
John M. Fritzman, associate professor of philosophy.
Susan Glosser, associate professor of history.
Robert Goldman, professor of sociology.
Karen Gross, assistant professor of English.
Deborah Heath, associate professor of anthropology.
Andrea Hibbard, adjunct professor of English.
Jennifer Hubbert, assistant professor of anthropology.
Jane H. Hunter, professor of history.
Susan Kirschner, senior lecturer in humanities.
Timothy Mechliniski, assistant professor of sociology.
Tatiana Osipovich, associate professor of Russian.
Paul R. Powers, associate professor of religious studies.
Will Pritchard, associate professor of English.
Bruce Suttmeier, associate professor of Japanese.
Mary Szybist, associate professor of English.
Jean M. Ward, professor emerita of communication.
Benjamin W. Westervelt, associate professor of history.
Kristi Williams, adjunct professor of humanities.
Elliott Young, associate professor of history.
Rishona Zimring, associate professor of English.

GEND 200 GENDERS AND SEXUALITIES IN U.S. SOCIETY

Brodkin, Hunter, Staff

Content: The gender system in contemporary American society. Contemporary debates considering biological bases for sex differences in reproductive functions and in physical, sexual, and psychological development. Socialization into masculine and feminine identities, sexual and reproductive choices, the relationship between family and career, occupational segregation and wage differentials, housework and consumption, participation in public life. Interactions among gender, class, and race. Situations of middle-class and working-class people and members of dominant and minority racial groups. Feminist thought applied to current problems; alternative approaches to their solution. An introductory course intended for sophomores and second-semester first-year students.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

GEND 231 GENDER IN CROSS-CULTURAL PERSPECTIVE

Angst, Heath, Mechliniski

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110 or sophomore standing.

Taught: Annually, 4 semester credits.

GEND 300 GENDER AND AESTHETIC EXPRESSION

Arnold, DeMarte, Hibbard, Zimring

Content: Forms of female and male expression in the arts and humanities.

Questions such as the existence of feminine and masculine forms, voices, symbolic systems; the possibility of a feminist aesthetic; theories of representation. Ways women and men have used the same forms, such as poetry, fiction, film, painting. Materials drawn from literature, the arts, religion.

Prerequisite and/or restriction: One course in humanities or arts. Junior standing.

Taught: Annually, 4 semester credits.

GEND 440 FEMINIST THEORY

Angst, Fritzman, Heath

Content: Philosophical and political analysis of issues in feminist theory.

Discussion of recent theoretical work (e.g., Butler, Mitchell) in relation to past feminist thinking (e.g., Wollstonecraft, Gilman, deBeauvoir). A problem-oriented approach that explores feminist theorizing about such topics as sex, gender, race, power, oppression, identity, class, difference.

Prerequisite and/or restriction: One course in gender studies. Junior standing.

Taught: Annually, 4 semester credits.

GEND 444 PRACTICUM

Staff

Content: Development and execution of extensive projects relating to gender issues in organizational settings. Placement in community-based social and educational agencies concerned with gender-related problems, such as employment discrimination, rape, sexual harassment and abuse, reproductive rights, freedom of sexual identity, the law and public policy, political organization.

Prerequisite and/or restriction: Declared gender studies minor. One gender studies course. Consent of program director and faculty sponsor.

Taught: Each semester, 1-4 semester credits, credit-no credit. May be repeated, but no more than 4 semester credits of Gender Studies 444 or 445 may be applied to the minor.

GEND 445 GENDER IN THE CITY INTERNSHIP

Heath, Goldsmith, Staff

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.

Prerequisite and/or restriction: Junior standing. Two gender studies courses or consent of instructor.

Taught: Every third year, 4 semester credits. May be repeated, but no more than 4 semester credits of Gender Studies 444 or 445 may be applied to the minor.

GEND 499 INDEPENDENT STUDY

Staff

Content: Independent, student-designed research project supervised by a faculty member with expertise in the topic or methodology of the project.

Prerequisite and/or restriction: Declared gender studies minor. Junior standing. Consent of program director and faculty sponsor.

Taught: Each semester, 1-4 semester credits.

Geological Science

COORDINATOR: ELIZABETH B. SAFRAN

Earth is a laboratory in which grand experiments in physics, biology, and chemistry unfold and interact. Perched on the Pacific rim, Lewis & Clark is nestled in the crucible itself, surrounded by spectacular evidence of the behavior and functioning of our home planet. From the blasted remains of Mount St. Helens to the flood-gouged Columbia River Basalts, the landscapes of the Pacific Northwest provoke us to ask ourselves, "Why did this happen? When?" Geological science addresses itself to these questions. At Lewis & Clark, geology courses are designed to provide students with a basic understanding of major Earth processes while emphasizing environmental implications and regional issues.

Training in geological science enhances understanding of critical environmental problems, an invaluable asset for natural scientists, consultants, environmental lawyers, teachers, and all citizens. It also heightens appreciation for natural settings by illuminating the fascinating ways in which they evolve.

SPONSORING FACULTY

Elizabeth B. Safran, associate professor. Geomorphology.

GEOL 114 THE ORIGINS OF LIFE IN THE UNIVERSE

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 Biology 114, Chemistry 114, and Physics 114. Not applicable toward any major.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Alternate years, 4 semester credits.

GEOL 150 ENVIRONMENTAL GEOLOGY

Safran

Content: Introduction to major geological processes that impact human activity. Emphasis on regional issues. Plate tectonics, loci of seismic and volcanic activity, distribution of mountain ranges, and sediment sources. Floods, landslides, mudflows, tsunamis. Assessment of anthropogenic shifts in landscape functioning. Consequences of standard logging practices, dams, channel modification. Chronic versus catastrophic environmentally significant events. Lecture and laboratory. Weekly laboratory includes two required daylong field trips, held on weekends.

Prerequisite and/or restriction: Mathematics 055.

Taught: Annually, 5 semester credits.

GEOL 240 SPATIAL PROBLEMS IN GEOLOGY

Safran

Content: Recognition and interpretation of spatial patterns of geological phenomena. Firsthand analysis of a current research question with a strong spatial component. Familiarization with the background of the research question and its broader context. Hypothesis development about geological processes from remote data (e.g., topographic data, satellite imagery), articulation of appropriate field tests for hypotheses. Development of analytical skills and use of Geographic Information Systems software. Lecture and laboratory.

Prerequisite and/or restriction: Geology 150.

Taught: Alternate years, 5 semester credits.

GEOL 280 THE FUNDAMENTALS OF HYDROLOGY

Staff

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.

Prerequisite and/or restriction: Geology 150.

Taught: Alternate years, 4 semester credits.

GEOL 390 OREGON FIELD GEOLOGY WEST

Staff

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.

Prerequisite and/or restriction: Junior standing or the consent of the instructor.

Taught: Alternate years, 2 semester credits.

GEOL 391 OREGON FIELD GEOLOGY EAST

Staff

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.

Prerequisite and/or restriction: Junior standing or the consent of the instructor.

Taught: Alternate years, 2 semester credits.

History

CHAIR: ELLIOTT YOUNG

The Department of History seeks to ground students in the foundations of the human experience. It introduces them to cause-and-effect relationships in human affairs, and encourages them to understand the power and the complexity of the past in shaping the contemporary human condition. Departmental courses probe American, Latin American, Middle Eastern, European, and Asian history and address such topics as popular culture; the nature of ideology; social and political change; economic systems; migration; and the roles of race, gender, religion, and ethnicity.

The department stresses the use of primary sources and endeavors to hone students' skills in research methods, writing, and historical analysis. Students are expected to bring these skills to bear as they discuss and interpret the past.

THE MAJOR PROGRAM

The department curriculum focuses on three primary 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 (History 234A, 234B) is offered at the 200 level and is open to first-year students.

The department counsels students to take courses in related fields of language, literature, fine arts, social sciences, and international affairs to deepen their understanding of their area of concentration.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows:

- Departmental core courses: 300, 400, and 450.
- 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 (110, 120, 141, 210, 215, 221, 227, 259, 320, or 324; or Religious Studies 251 or 373.) At least two of the seven courses must be at the 300 level, excluding 300 and 444.

Students may apply a maximum of 4 semester credits from 244/444 toward the major. Perspectives on the Vietnam War (218) may be counted toward either the Asian or American history requirement. The following courses may be used as electives for the major:

Economics

255 Technology, Institutions, and Economic Growth

256 The Industrial Revolution

Latin American Studies

200 Latin American Cultural Studies

Religious Studies

251 History and Thought of Western Religion: Medieval

253 Witches, Prophets, and Preachers: Religion in American History to the Civil War

254 Religion in Modern America, 1865 to Present

340 Women in American Religious History

373 The Reformation in Social Perspective

(See the department listings for course descriptions.)

MINOR REQUIREMENTS

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

- Two history core courses: 300, and 400 or 450.
 - At least one course from any two of the departmental concentrations: Asian history, European history, and history of the Americas.
 - At least one course at the 300 level, excluding 300.
-

PRACTICUM PROGRAM

Because history is useful in a variety of careers, the department encourages students in the junior or senior year to participate in a practicum. History practica have placed students in a variety of settings including the museum and library of the Oregon Historical Society, publishing companies, land-use-planning agencies, historic preservation organizations, and other enterprises needing the skills of a person knowledgeable in the liberal arts and trained in history.

The practicum is 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.

HONORS

Each year the department invites meritorious students with an overall GPA of at least 3.500 to participate in the honors program. Students choose a faculty member with whom they want to work on a research project. The program may involve a major paper based on primary source materials or an extensive review and evaluation of the secondary literature in a particular subject area. Students present the project to the department. Following an oral examination, the department determines whether to grant honors on graduation.

RESOURCES FOR NONMAJORS

All of the department's course offerings are open to nonmajors. Preference is given to majors and minors for enrollment in Historical Materials, the Reading Colloquium, and the History Seminar.

FACULTY

Stephen Dow Beckham, Dr. Robert B. Pamplin Jr. Professor of History. U.S. history, American West, American Indians, Pacific Northwest.

Andrew Bernstein, associate professor. Japanese history.

David Campion, associate professor. British and South Asian history.

Susan L. Glosser, associate professor. Chinese history.

Maureen Healy, associate professor. European history, women's and gender history, war and genocide.

Jane H. Hunter, professor. U.S. history, post-Civil War, women's history.

Benjamin W. Westervelt, associate professor. Medieval and early modern European history.

Elliott Young, associate professor. Latin American and U.S.-Mexico Borderlands history.

VISITING FACULTY

Reiko Hillyer, visiting assistant professor. U.S. history, U.S. South, built environment.

Ousmane Traoré, Mellon postgraduate fellow. African history, slavery.

HIST 110 EARLY EAST ASIAN HISTORY

Staff

Content: Early histories of China and Japan from earliest origins to the 13th century. Prehistory; early cultural foundations; development of social, political, and economic institutions; art and literature. Readings from Asian texts in translation. The two cultures, covered as independent entities, compared to each other and to European patterns of development.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

HIST 111 MAKING MODERN CHINA

Glosser

Content: Key events and institutions in China from the 13th to the 20th century through primary sources (philosophical and religious texts, vernacular fiction, contemporary accounts and essays, translated documents). Social and familial hierarchies, gender roles, imperialism, contact with the West, state-society relations, nationalism, modernization.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 112 MAKING MODERN JAPAN

Bernstein

Content: History of Japan from the start of the Tokugawa shogunate to the end of the 20th century. Tokugawa ideology, political economy, urban culture; intellectual and social upheavals leading to the Meiji Restoration; the Japanese response to the West; rapid industrialization and its social consequences; problems of modernity and the emperor system; Japanese colonialism and militarism; the Pacific war; postwar developments in economy, culture, politics.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 120 EARLY EUROPEAN HISTORY

Westervelt

Content: Social, intellectual, political, and economic elements of European history, 800 to 1648. Role of Christianity in the formation of a dominant culture; feudalism and the development of conflicts between secular and religious life. Contacts with the non-European world, the Crusades, minority groups, popular and elite cultural expressions. Intellectual and cultural life of the High Middle Ages, secular challenges of the Renaissance, divisions of European culture owing to the rise of national monarchies and religious reformations.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

HIST 121 MODERN EUROPEAN HISTORY

Healy

Content: Social, intellectual, political, and economic elements of European history, 1648 to the present. The scientific revolution, Enlightenment, national political revolutions, capitalism, industrial development, overseas imperial expansion. The formation of mass political and social institutions, avant-garde and popular culture, the Thirty Years' War of the 17th century, bolshevism, fascism, the Cold War, and the revolutions of 1989.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

HIST 141 COLONIAL LATIN AMERICAN HISTORY

Young

Content: History of Latin America from Native American contact cultures through the onset of independence movements in the early 19th century. Cultural confrontations, change, and Native American accommodation and strategies of evasion in dealing with the Hispanic colonial empire.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

HIST 142 MODERN LATIN AMERICAN HISTORY

Young

Content: Confrontation with the complexity of modern Latin America through historical analysis of the roots of contemporary society, politics, and culture.

Through traditional texts, novels, films, and lectures, exploration of the historical construction of modern Latin America. Themes of unity and diversity, continuity and change as framework for analyzing case studies of selected countries.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

HIST 209 JAPAN AT WAR

Bernstein

Content: In-depth study of the causes, dynamics, and outcomes of the wars fought by Japan in Asia and the Pacific from the late 19th century through World War II. The trajectories of Japanese imperialism, sequence of events leading to the attack on Pearl Harbor, social impact of total war. Japan's war-time culture as seen through diaries, newspaper articles, propaganda films, short stories, government documents. Short- and long-term effects of the atomic bomb and the American occupation of Japan.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 210 CHINA'S GOLDEN AGE (TANG AND SONG)

Glosser

Content: The Tang and Song dynasties, 7th to the 13th century. Transition from one dynasty to the next. Changes in the elite classes, transformation of women's roles, rulership and landholding, philosophical developments, aesthetic expression. How these developments defined the issues and set the context for China's contact with the West and its emergence into the modern world. Literature, religious texts, art, dress, biographies, and political and philosophical essays.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 211 REFORM, REBELLION, AND REVOLUTION IN MODERN CHINA

Glosser

Content: The commercial revolution of the 12th century and the cultural flowering and political structures of Ming and early Qing dynasties (1367 to 1800) that shaped China's response to Western invasion. Major peasant rebellions, elite reforms, and political revolutions of the last 150 years including the Opium War, Taiping Rebellion, Hundred Days Reform, Boxer Rebellion, collapse of the Qing dynasty, Nationalist and Communist revolutions.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 213 CHINESE HISTORY THROUGH BIOGRAPHY

Glosser

Content: Political, economic, and cultural history of China, traced through the lives of individual Chinese, including the mighty and the low: venerable philosophers and historians, powerful women, mighty emperors, conscientious officials, laboring women and men, evangelizing missionaries, zealots of all political persuasions. Sixth century B.C.E. to late 20th century, with emphasis on the 19th and 20th centuries. Lectures cover the historical milieu in which the various subjects lived. Through class discussion and essay assignments, students unite their knowledge of particular individuals and the broad sweep of events to form a rich and lively familiarity with Chinese history.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 215 CULTURE AND POLITICS IN JAPAN TO 1600

Bernstein

Content: History of Japan from earliest times to Tokugawa Ieyasu's victory at Sekigahara. Cultural foundations; mythology; literature; aesthetics; religion; philosophy; key economic, social, political institutions. The production of and relationship between culture and politics in premodern Japan.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 217 THE EMERGENCE OF MODERN SOUTH ASIA

Campion

Content: The social, economic, and political history of the Indian subcontinent from the 18th century to the present. The cultural foundations of Indian Society; the East India Company and the expansion of British power; the experience of Indians under the British Raj; Gandhi and the rise of Indian nationalism; independence and partition; postcolonial South Asian developments in politics, economy, and culture. Thematic emphasis on the causes and consequences of Western imperialism, religious and cultural identities, and competing historical interpretations.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 218 PERSPECTIVES ON THE VIETNAM WAR

Staff

Content: A broadly humanistic and introductory perspective on the problem of the Vietnam War. Root causes of the war from Vietnamese and American perspectives; the nature of the war as it developed and concluded. The war as a problem in American domestic politics.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 221 TUDOR AND STUART BRITAIN, 1485 TO 1688

Campion

Content: The development of the British Isles from the late medieval period to the Glorious Revolution. The church and state in late medieval Britain; the English and Scottish reformations; Elizabeth and her realm; the evolution of monarchical and aristocratic power under the Tudors and Stuarts; Shakespeare, Milton, and the English literary renaissance; the conquest and settlement of Ireland; Cromwell, the Puritans, and the English Civil War; life in the villages and the growth of the mercantile economy; the Glorious Revolution and the shaping of constitutional monarchy.

Prerequisite and/or restriction: None. History 120 recommended.

Taught: Alternate years, 4 semester credits.

HIST 222 BRITAIN IN THE AGE OF REVOLUTION, 1688 TO 1815

Campion

Content: A history of Britain and its people from the Glorious Revolution to the end of the Napoleonic War. The end of absolutism and the rise of the constitutional monarchy; the Augustan Age: arts, letters, and religion; the Atlantic world and British overseas expansion; the Enlightenment and scientific revolution; the American Revolution and its aftermath; union with Scotland and Ireland and the creation of the British national identity; the revolution in France and the wars against Napoleon; the beginnings of the Industrial Revolution.

Prerequisite and/or restriction: None. History 121 recommended.

Taught: Alternate years, 4 semester credits.

HIST 224 THE MAKING OF MODERN BRITAIN, 1815 TO PRESENT

Campion

Content: The history of Britain from the Industrial Revolution to the present. Industrialization and its social consequences; the shaping of Victorian society; the rise and fall of the British Empire; the Irish question and the emancipation of women; political reform and the rise of mass politics; Britain in the age of total war; popular culture, immigration, and the making of multicultural Britain. Themes include the growth of the social and economic class structure, the shaping of national and regional identities, cultural exchanges with the empire. Extensive use of primary sources, literature, music.

Prerequisite and/or restriction: None. History 121 recommended.

Taught: Alternate years, 4 semester credits.

HIST 225 EUROPE IN THE AGE OF THE FRENCH REVOLUTION

Healy

Content: Social, economic, and intellectual origins of the revolution of 1789; major developments in France; the spread of revolution to the remainder of Europe. European responses to the threat of revolution, defeat of the Napoleonic armies, the attempt to return to normalcy after 1815.

Prerequisite and/or restriction: None. History 121 recommended.

Taught: Alternate years, 4 semester credits.

HIST 226 20TH-CENTURY GERMANY

Healy

Content: Origins and consequences of World War I; attempts to develop a republican government; Nazism; evolution of the two Germanies after 1945 and their reunification. Readings on relationship between individual and state, pressures for conformity, possibility of dissent.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 227 MEDIEVAL EUROPE, 800 TO 1400

Westervelt

Content: Social, intellectual, political, and cultural elements of European life during the period from about 800 to 1400. Emphasis on Christianity as a dominant aspect of public life; feudalism and other forms of economic and social life; developing conflicts between secular and ecclesiastical institutions; emergence of European nation-states; contacts with the non-European world; high medieval culture.

Prerequisite and/or restriction: None. History 120 recommended.

Taught: Alternate years, 4 semester credits.

HIST 228 MIDDLE EAST IN MODERN TIMES

Powers (Religious Studies)

Content: The Middle East, its religious and cultural contributions, indigenous empires, and outside imperialists. The region's strategic significance as the connecting link to three continents. Effects on the region of the discovery of oil in the 20th century. The impact of nationalism on each nation's viability in the region, economic dilemmas, pressing national problems.

Prerequisite and/or restriction: None.

Taught: Every third year, 4 semester credits.

HIST 229 THE HOLOCAUST IN COMPARATIVE PERSPECTIVE

Healy

Content: The Nazi genocide of European Jews during World War II in comparison to other cases of 20th-century mass violence in countries such as Armenia, Cambodia, the former Yugoslavia, and Rwanda. Nazi Germany serves as the principal case study for discussion of the broader question: What has made possible the organization and execution of mass violence against specific ethnic and religious groups in a wide variety of societies around the world over the past century? Includes examination of strategies for the prevention of future incidents of mass ethnic violence.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 231A U.S. WOMEN'S HISTORY, 1600 TO 1980

Hunter

Content: The diverse experiences of American women from the colonial era to the recent past. Changing ideologies from the colonial goodwife to the cult of true womanhood. Impact of Victorianism, sexuality and reproduction, the changing significance of women's work. Origins of the women's rights movement, battles and legacy of suffrage, history of 20th-century feminism, competing ideologies and experiences of difference.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

HIST 233 HISTORY OF NEW YORK

Staff

Content: An overview of the urban history and urban structure of New York. Emphasis on examining the process of continuity and change of New York from the colonial period to the 20th century.

Prerequisite and/or restriction: None.

Taught: Annually, on New York program, 4 semester hours.

HIST 234A UNITED STATES: REVOLUTION TO EMPIRE

Beckham

Content: Introduction to 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.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester hours.

HIST 234B UNITED STATES: EMPIRE TO SUPER POWER

Hunter

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.

Prerequisite and/or restriction: None. AP history strongly recommended.

Taught: Annually, 4 semester hours.

HIST 235 HISTORY OF THE PACIFIC NORTHWEST

Beckham

Content: Historical development of the Pacific Northwest over the past 200 years. Native American cultures, Euro-American exploration and settlement, fur trade, missions, overland emigration, resource development, the question of regionalism.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 239 CONSTRUCTING THE AMERICAN LANDSCAPE

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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 242 BORDERLANDS: U.S.-MEXICO BORDER, 16TH CENTURY TO PRESENT

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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 244 PRACTICUM

Staff

Content: Experience in historical research, writing, interpreting, or planning. Specifics vary depending on placement with sponsoring agency.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits. Eight credits may be applied to graduation requirements, but only four may be applied to the major.

HIST 259 INDIA IN THE AGE OF EMPIRE

Campion

Content: The political, cross-cultural, and social development of the Indian sub-continent from the classical civilizations of late antiquity to the beginnings of colonial rule in the 18th century. The artistic and architectural achievements of Indo-Islamic civilization; the Mughal Empire and regional polities; religious and cultural syncretism; the influence of contact with the West. Special emphasis on the historical antecedents of contemporary debates about regional identities, state formation and fragmentation, and the origins of colonial rule.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 4 semester credits.

HIST 300 HISTORICAL MATERIALS

Staff

Content: Materials and craft of historical research. Bibliographic method; documentary editing; use of specialized libraries, manuscripts, maps, government documents, photographs, objects of material culture. Career options in history. Students work with primary sources to develop a major editing project. Topical content varies depending on instructor's teaching field.

Prerequisite and/or restriction: Sophomore standing.

Taught: Two or three seminars per year, 4 semester credits each. Enrollment preference given to history majors and minors.

HIST 310 CHINA DISCOVERS THE WEST: SILK, JESUITS, TEA, OPIUM, AND MILK

Glosser

Content: The nature and extent of China's contact with other countries, including the silk roads to Middle Asia in the first millennium B.C.E., Jesuits and the influx of Spanish-American silver in the 16th century, British tea and opium trade, and Chinese intellectual experiments with social Darwinism, anarchism, communism, and the nuclear family ideal. Primary sources showing foreign and Chinese perceptions of the content and significance of these exchanges.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 311 HISTORY OF FAMILY, GENDER, AND SEXUALITY IN CHINA

Glosser

Content: Development of family structure, gender roles, and sexuality in Chinese history, explored through oracle bones, family instructions, tales of exemplary women, poetry, painting, drama, fiction, and calendar posters. Key movements in the transformation of family and gender from 1600 B.C.E. to the 20th century. Close readings of texts to explore how social, economic, religious, and political forces shaped family and gender roles.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 313 RELIGION, SOCIETY, AND THE STATE IN JAPANESE HISTORY

Bernstein

Content: Japanese religious traditions and their impact on social and political structures from ancient times to the present. Examination of the doctrinal and institutional development of Buddhism, Confucianism, Shinto, and Christianity, as well as the creation and suppression of more marginal belief systems. Issues include pilgrimage, spirit possession, death practices, millenarianism, militarism, abortion, eco-spiritualism, and religious terrorism. Sources include canonical scriptures, short stories, diaries, government records, newspaper articles, artwork, films.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 316 POPULAR CULTURE AND EVERYDAY LIFE IN JAPANESE HISTORY

Bernstein

Content: Popular culture as the site of social change and social control in Japan from the 18th to the 20th century. Religion and folk beliefs, work and gender roles, theatre and music, tourism, consumerism, citizens' movements, fashion, food, sports, sex, drugs, hygiene, and forms of mass media ranging from woodblock prints to modern comic books, film, television. Concepts as well as content of popular and mass culture.

Prerequisite and/or restriction: Junior standing or consent of instructor. History 112 recommended.

Taught: Alternate years, 4 semester credits.

HIST 320 HUMANISM IN RENAISSANCE EUROPE

Westervelt

Content: Writings by major figures in the humanist movement from the 14th to the 16th century. Social, political, intellectual contexts of humanism in the university and Italian city-state; ideal of return to sources of classical culture; civic humanism; interplay between Christian and secular ideals; relationship between Italian and northern forms of humanism; relationship between Renaissance humanism and the Protestant Reformation; comparative experience of Renaissance humanists and artists.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 323 MODERN EUROPEAN INTELLECTUAL HISTORY

Healy

Content: Approaches to the problem of ethical values in 19th- and 20th-century European thought, including Marxist, social Darwinist, Nietzschean, and Freudian perspectives; existentialism; postmodernism. Readings in philosophical, literary, artistic works.

Prerequisite and/or restriction: Junior standing or consent of instructor. History 121 recommended.

Taught: Alternate years, 4 semester credits.

HIST 324 SAINTS AND BUREAUCRATS

Westervelt

Content: Charism and bureaucracy in the careers of Ignatius of Loyola, founder of the Jesuits, and Teresa of Avila, of the Discalced Carmelites. Ignatius and Teresa as mystics, theologians, founders and/or reformers of religious orders, believers. Impact of national origin, social status, gender on their careers and on early modern Catholicism.

Prerequisite and/or restriction: None. History 120 or Religious Studies 373 recommended.

Taught: Alternate years, 4 semester credits.

HIST 325 HISTORY OF ISLAM IN EUROPE

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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

HIST 328 THE BRITISH EMPIRE

Campion

Content: The history of British overseas expansion from the early 17th century to the end of the 20th century. Theories of imperialism; Britain's Atlantic trade network; the Victorian empire in war and peace; collaboration and resistance among colonized people; India under the British Raj; Africa and economic imperialism; the effects of empire on British society; the creation of the British Commonwealth; the rise of nationalism in India, Africa, and the Middle East; decolonization and postcolonial perspectives. Extensive readings from primary sources.

Prerequisite and/or restriction: Junior standing or consent of instructor. History 121 recommended.

Taught: Alternate years, 4 semester credits.

HIST 330 RACE AND ETHNICITY IN AMERICAN HISTORY

Hunter

Content: The distinct experiences and culture of African Americans in relation to other minority ethnic and racial groups. The uniqueness of the African American experience; racism and prejudice; strategies of accommodation and resistance including gender and family relationships; the development of liberation movements. Readings of first-person narratives, secondary sources.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Annually, 4 semester credits.

HIST 331 AMERICAN CULTURE AND SOCIETY: 1880 TO 1980

Hunter

Content: Formation of modern culture from the late Victorian era to the "me decade." The influence of consumer culture, popular psychology, mass media, changing definitions of work and leisure in the development of a modern self. Origins and impact of the gender and race revolutions, relationship of "high" and "popular" culture. Readings in primary and secondary sources.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 335 HISTORY AND CULTURE OF AMERICAN INDIANS

Beckham

Content: Purposes of archaeology and its contributions to the understanding of North American prehistory, the culture-area hypothesis, relations with tribes from colonial times to the present, Native American responses. Federal Indian policy and its evolution over the past 200 years.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 336 WILDERNESS AND THE AMERICAN WEST

Beckham

Content: History of the trans-Mississippi West, including Euro-American perceptions of North America, issues of progress and preservation, and environmental history. Role of the federal government; contributions of minorities, women, and men in shaping the trans-Mississippi West. Voices of those who have sought to develop and conserve the West.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 345 RACE AND NATION IN LATIN AMERICA

Young

Content: Social thought about race and nation in Latin America. The Iberian concept of *pureza de sangre*, development of *criollo* national consciousness, 20th-century indigenista movements. Linkages between national identities

and constructions of race, particularly in the wake of revolutionary movements. Freyre (Brazil), Martí (Cuba), Vasconcelos (Mexico), and Sarmiento (Argentina).

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

HIST 347 MODERN MEXICO: CULTURE, POLITICS, AND ECONOMIC CRISIS

Young

Content: Origins and development of the modern Mexican nation from independence to the contemporary economic and political crisis. 1811 to 1940: liberal-conservative battles, imperialism, the pax Porfiriana, the Mexican Revolution, industrialization, and institutionalizing the revolution. 1940 to the present: urbanization, migration to the United States, the student movement, neoliberal economics and politics, disintegration of the PRI (Institutional Revolutionary Party), and the new social rebellions (Zapatistas, Popular Revolutionary Army, Civil Society). Constructing mexicanidad in music, dance, film, and the cultural poetics of the street and the town plaza.

Prerequisite and/or restriction: Junior standing or consent of instructor. History 141 or 142 recommended.

Taught: Alternate years, 4 semester credits.

HIST 348 MODERN CUBA

Young

Content: Development of the modern Cuban nation from the independence movement of the mid-19th century to the contemporary socialist state. Focus on how identity changed under the Spanish colonial, U.S. neocolonial, Cuban republic, and revolutionary states. 1840s to 1898: wars of independence, slavery, transition to free labor. 1898 to 1952: U.S. occupation and neocolonialism, Afrocubanismo, populism. 1952 to the present: Castro revolution, socialism, U.S.-Cuban-Soviet relations.

Prerequisite and/or restriction: Junior standing or consent of instructor. History 142 recommended.

Taught: Alternate years, 4 semester credits.

HIST 400 READING COLLOQUIUM

Staff

Content: Reading and critical analysis of major interpretive works. Organized around themes or problems; comparative study of historical works exemplifying different points of view, methodologies, subject matter. Focus varies depending on instructor's teaching and research area.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Two to three colloquia annually, 4 semester credits each. May be taken twice for credit. Enrollment preference given to history majors and minors.

HIST 444 PRACTICUM

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits. Eight credits may be applied to graduation requirements, but only four may be applied to the major.

HIST 450 HISTORY SEMINAR

Staff

Content: Work with primary documents to research and write a major paper that interprets history. Topical content varies depending on instructor's teaching field. Recent topics: the Americas; the United States and Asia; European intellectual history since 1945; women in American history; Indian policy on the Pacific Slope; World War II, the participants' perspectives; the British Raj; cultural nationalism in East Asia.

Prerequisite and/or restriction: History 300. Consent of instructor.

Taught: Three seminars annually, 4 semester credits each. May be taken twice for credit. Enrollment preference given to history majors and minors.

HIST 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 4 semester credits.

International Affairs

CHAIR: ANDREW P. CORTELL

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, introducing students to core ideas in the study of international relations and 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 the 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.

THE MAJOR PROGRAM

Majors in international affairs are required to take seven core courses as well as an elective in each of four concentrations. Each student works with an advisor to construct a program appropriate to his/her intellectual interests and career goals.

Introduction to International Relations (International Affairs 100) 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 Principles of Economics (Economics 100), Introduction to Comparative Politics (Political Science 102) or American Government (Political Science 103), International Organization (International Affairs 211), and United States Foreign Policy (International Affairs 212) 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 concentration classes should be completed in the third year. International Relations Theories (International Affairs 310) usually should be taken in the semester preceding the one in which the student takes International Affairs Seminar (International Affairs 430). 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 concentrations. See appropriate department listings for course descriptions.

Core Courses

International Affairs

- 100 Introduction to International Relations
- 211 International Organization
- 212 United States Foreign Policy
- 310 International Relations Theories
- 430 International Affairs Seminar

Economics

- 100 Principles of Economics
- Political Science
- 102 Introduction to Comparative Politics
- 103 U.S. Government: National Politics

Research Methods

Economics

- 103 Statistics

International Affairs

- 200 Research Methods for International Affairs

Mathematics

- 105 Perspectives in Statistics

Political Science

- 201 Research Methods in Political Science

Sociology and Anthropology

- 201 Quantitative Research Methods

Comparative and Regional Perspectives

International Affairs

- 230 African Politics
- 231 Latin American Politics

232 Southeast Asian Politics

290 Middle East Politics

320 Democratization

Political Science

265 European Politics

322 Ethnicity and Nationalism

430 Migration and Integration

International Systems and Processes

International Affairs

257 Global Resource Dilemmas

296 Human Rights in International Relations

312 Studies of Diplomacy

330 Global Security

333 International Law

342 Perception and International Relations

History

328 The British Empire

Sociology and Anthropology

350 Global Inequality

Economic Perspectives

International Affairs

238 Political Economy of Development

318 Multinational Corporations

340 International Political Economy

341 Advanced Industrial Economies

Economics

232 Economic Development

291 Intermediate Macroeconomic Theory

295 Political Economy of Korea

314 International Economics

MAJOR REQUIREMENTS

A minimum of 44 semester credits (11 courses), distributed as follows:

- International Affairs 100, 211, 212, 310, and 430.
- Economics 100.
- Political Science 102 or 103.
- One elective course from each of the departmental concentrations: research methods, comparative and regional perspectives, international systems and processes, and economic perspectives.

HONORS

The honors program is based on the thesis. All international affairs majors who have a GPA of 3.5 or higher, both in the major and overall, are eligible. Students whose theses are judged by department faculty as of superior quality, originality, and insight will receive the award of honors on graduation.

RESOURCES FOR NONMAJORS

An understanding of international affairs is important to each student's growth as an individual and as a citizen of an increasingly interdependent world. A number of courses in the department are accessible to nonmajors without prerequisites. Introduction to International Relations (International Affairs 100) gives the best general introduction to the field as a whole. Nonmajors are welcome to participate in the department's extracurricular activities.

FACULTY

Cari An Coe, assistant professor. Comparative politics, environmental politics, research methods.

Andrew P. Cortell, associate professor. International political economy, international relations theory, international norms and institutions, advanced industrialized countries.

Bob Mandel, professor. Conflict and security, global resource issues, transnational studies, psychological aspects of international affairs, research methods, international relations theory.

Cyrus Partovi, senior lecturer in social sciences. Middle East politics, U.S. foreign policy, diplomacy, the United Nations.

Kira Petersen, instructor. International relations theory, cooperation and conflict, international institutions and organization, ethics and international relations, international distributive justice.

Heather M. Smith, assistant professor. International organization, international law, human rights.

Sarah D. Warren, instructor in sociology.

IA 100 INTRODUCTION TO INTERNATIONAL RELATIONS

Coe, Cortell, Mandel, Partovi, Petersen, Smith

Content: An introduction to a conceptual, analytical, and historical understanding of international relations. Emphasis on the international system and the opportunities and constraints it places on state and nonstate behavior. Cooperation and conflict, sovereignty, the rich-poor gap, determinants of national power, interdependence, the process of globalization, international institutions, and the role of transnational phenomena. Designed for students who have no previous background in the study of international relations.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

IA 200 RESEARCH METHODS FOR INTERNATIONAL AFFAIRS

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.

Prerequisite and/or restriction: International Affairs 100. Sophomore standing.

Taught: Annually, 4 semester credits.

IA 211 INTERNATIONAL ORGANIZATION

Partovi, Petersen, Smith

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 212 UNITED STATES FOREIGN POLICY

Partovi

Content: An overview of contemporary U.S. foreign policy from a historical and theoretical perspective. International, domestic, bureaucratic, and individual determinants of policy-making. New challenges and prospects for U.S. foreign policy in the post-Cold War era.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 230 AFRICAN POLITICS

Staff

Content: Comparative analysis of sub-Saharan African politics. Traditional political systems, colonialism and its legacies, nationalist movements, changing political role of women, problems of southern Africa, patterns of government and of political activity in postcolonial independent African states.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

IA 231 LATIN AMERICAN POLITICS

Staff

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Alternate years, 4 semester credits.

IA 232 SOUTHEAST ASIAN POLITICS

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 238 POLITICAL ECONOMY OF DEVELOPMENT

Coe

Contents: 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.

Prerequisite and/or restriction: International Affairs 100. Economics 100.

Taught: Annually, 4 semester credits.

IA 244 INTERNATIONAL AFFAIRS PRACTICUM

Staff (Model United Nations), Mandel (International Affairs Symposium)

Content: This course has two separate sections from which students must choose. (1) Model United Nations: Facilitation of student participation in national and regional Model United Nations conferences. Research to prepare for participation. Credit granted for preparation, participation, and post-session analysis. (2) International Affairs Symposium: Guided readings on the topic of the College's annual International Affairs Symposium. Focus on key issues of controversy within contemporary international relation. Recent topics have included global terrorism, arms transfers, migration, disease, and humanitarian intervention. Discussion of the substantive issues involved, preparation of

written materials, and training and guidance to shape sessions and the ways to create an effective symposium.

Prerequisite and/or restriction: None for Model United Nations. International Affairs 100 and permission of instructor for International Affairs Symposium.

Taught: Annually, 1 semester credit for United Nations, 2 semester credits for International Affairs Symposium. The Model United Nations section may be taken up to four times. The International Affairs Symposium section of this course must be taken in a fall-spring sequence; it may not be started in the spring, and students enrolling in the fall must take it in the spring. The International Affairs Symposium section may be taken up to four times.

IA 257 GLOBAL RESOURCE DILEMMAS

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 290 MIDDLE EAST POLITICS

Partovi

Content: Analysis and explanation of the historical forces that shaped the complexities of this region, placing the area in its proper setting and perspective.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

IA 296 HUMAN RIGHTS IN INTERNATIONAL RELATIONS

Smith

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 1-4 semester credits.

IA 310 INTERNATIONAL RELATIONS THEORIES

Cortell

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.

Prerequisite and/or restriction: International Affairs 100. Junior standing. Two 200-level international affairs courses.

Taught: Each semester, 4 semester credits.

IA 312 STUDIES OF DIPLOMACY

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 318 MULTINATIONAL CORPORATIONS

Mandel

Content: Causes of growth of the multinational corporation, its impact on host states and home states, and international responses to its emergence.

Prerequisite and/or restriction: International Affairs 100. Economics 100.

Taught: Every fourth year, 4 semester credits.

IA 320 DEMOCRATIZATION

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 330 GLOBAL SECURITY

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.

Prerequisite and/or restriction: International Affairs 100.

Taught: Annually, 4 semester credits.

IA 333 INTERNATIONAL LAW

Smith

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.

Prerequisite and/or restriction: International Affairs 211.

Taught: Alternate years, 4 semester credits.

IA 340 INTERNATIONAL POLITICAL ECONOMY

Cortell

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.

Prerequisite and/or restriction: International Affairs 100. Economics 100.

Taught: Annually, 4 semester credits.

IA 341 ADVANCED INDUSTRIAL ECONOMIES

Cortell

Content: The elements and conditions that affect whether and how countries promote their industries and economies. Emphasis on the role of globalization and how political forces influence the national economic strategies adopted in the countries studied.

Prerequisite and/or restriction: International Affairs 100. Economics 100.

International Affairs 340 recommended (but not required).

Taught: Every fourth year, 4 semester credits.

IA 342 PERCEPTION AND INTERNATIONAL RELATIONS

Mandel

Content: Processes and patterns of intergroup and international perception, views of enemies, perception in foreign policy-making and deterrence, ways of reducing perceptual distortions. Students analyze and theorize about the role of misperception—distortions in one state's perception of other states—in international relations.

Prerequisite and/or restriction: International Affairs 100.

Taught: Every fourth year, 4 semester credits.

IA 430 INTERNATIONAL AFFAIRS SEMINAR

Cortell, Smith

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.

Prerequisite and/or restriction: International Affairs 310. One course from the Research Methods list.

Taught: Annually, 4 semester credits.

IA 444 PRACTICUM

Staff

Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on-campus and off-campus organizations such as the World Trade Center, World Affairs Council, or U.S. Department of Commerce in Portland. Students must be well prepared prior to enrollment, consult the faculty supervisor about the program in advance, and write a report on the practicum experience.

Prerequisite and/or restriction: Junior standing. Consent of instructor.

Taught: Annually, 2-4 semester credits.

IA 499 INDEPENDENT STUDY

Staff

Content: Same as International Affairs 299 but requiring more advanced work.

Prerequisite and/or restriction: Junior standing. Consent of instructor.

Taught: Annually, 1-4 semester credits.

Latin American Studies

DIRECTOR: JUAN CARLOS TOLEDANO REDONDO

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: History 141 or 142, Latin American Studies 200, or Sociology/Anthropology 266.
- 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.
- Up to four additional courses from the following list. It is highly recommended that one of these be a Latin American literature course.

Art

207 Pre-Columbian Art

History

141 Colonial Latin American History

142 Modern Latin American History

242 Borderlands: U.S.-Mexico Border, 16th Century to Present

345 Race and Nation in Latin America

347 Modern Mexico: Culture, Politics, and Economic Crisis

348 Modern Cuba

400 Reading Colloquium (when focus is on Latin America)

450 History Seminar (when focus is on Latin America)

Hispanic Studies

230 Hispanic Literature in Translation

360 Latin America and Spain: Pre-Columbian to Baroque

370 Latin America and Spain: Enlightenment to Present

440 Topics in Hispanic Literatures (when focus is on Latin America)

444 Spanish Practicum (when focus is on Latin America)

446 Special Topics in Hispanic Literatures and Cultures (when focus is on Latin America)

450 Special Topics (when focus is on Latin America)

Sociology/Anthropology

261 Gender and Sexuality in Latin America

266 Social Change in Latin America

400 Senior Seminar and Thesis (when focus is on Latin America)

International Affairs

231 Latin American Politics

430 International Affairs Seminar (when focus is on Latin America)

Music

306 World Music: Latin America and the Caribbean

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

Cuba. 2012 spring

Santiago de los Caballeros, Dominican Republic. Annual: fall, spring

Cuenca, Ecuador. Annual: spring, summer

Language Intensive

Santo Domingo, Dominican Republic. Annual: one semester or full year

Santiago or Valparaíso, Chile. Annual: one semester or full year

SPONSORING FACULTY

Franya Berkman, assistant professor of music.

Matthew N. Johnston, assistant professor of art history.

Bruce M. Podobnik, associate professor of sociology.

Matthieu P. Raillard, associate professor of Hispanic studies.

Juan Carlos Toledano Redondo, associate professor of Hispanic studies.

Freddy O. Vilches, assistant professor of Hispanic studies.

Wendy Woodrich, senior lecturer in Spanish.

Elliott Young, associate professor of history.

LAS 200 LATIN AMERICAN CULTURAL STUDIES

Young, Vilches

Content: Theoretical approaches to the study of Latin American culture.

Focused study of particular writers, artists, and musicians. Topics include indigenismo, nationalism, post-colonialism, 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.

Prerequisite and/or restriction: Spanish 201. For students who wish to earn Hispanic studies credit, Spanish 301.

Taught: Alternate years, 4 semester credits.

Mathematical Sciences

CHAIR: JEFFREY S. ELY

The mathematical sciences—mathematics, statistics, and computer science—continue to play a central role in the evolution of civilization. With a focus on patterns and structure, and with methodologies based on computation and representation of information, the mathematical sciences foster coherence and understanding that enable technology and broaden insights about the world of natural science.

The goal of the department is to acquaint students with this role as it relates to developments within the mathematical sciences as well as to applications to other disciplines. The department focuses on two distinct but complementary responsibilities: the mathematical sciences as an essential component of a liberal arts education and the mathematical sciences as a major course of study.

The department's courses present the many facets of the mathematical sciences: as a way of structuring the world of knowledge, as an art form, as an enabler in other disciplines, and as a historical force. As a consequence, the department provides the requisite mathematical, computational, and statistical content and methodology for allied disciplines as well as three comprehensive major programs.

THE MAJOR PROGRAMS

The department supports three majors: one in mathematics, one in computer science and mathematics, and one in computer science.

Students intending to major in any of these programs should have four years of high school mathematics, including, at a minimum, two years of algebra, a course in geometry, and a course in precalculus mathematics (including analytical geometry and trigonometry). Most well-prepared students begin their college mathematics programs with Calculus (Mathematics 131, 132, or 233) and their college computer science programs with Computer Science I (Computer Science 171). Students who have received Advanced Placement credit in calculus or computer science should consult with a member of the department for proper placement. For students without strong backgrounds in mathematics, the department offers Elementary Functions (Mathematics 115) to prepare them for work in calculus and computer science.

Students with interest in a professional career in the mathematical sciences should plan their curriculum to meet specific goals, as follows:

For graduate study in mathematics, Abstract Algebra I and II (Mathematics 421, 422); Advanced Calculus I and II (Mathematics 441, 442); as many additional upper-division mathematics courses as possible. These students should also be aware that many graduate programs require a reading knowledge of one or two foreign languages, usually chosen from among French, German, and Russian.

For graduate study in computer science, Theory of Computation (Computer Science 465).

For graduate study in statistics or a career in actuarial science, Numerical Analysis (Mathematics 345); Probability and Statistics I and II (Mathematics 451, 452).

For teaching in secondary or middle school, Number Theory (Mathematics 315); Geometry (Mathematics 355); Abstract Algebra I (Mathematics 421); Probability and Statistics I (Mathematics 451).

For a career in industry or applied mathematics, Statistical Concepts and Methods (Mathematics 255); Numerical Analysis (Mathematics 345); Complex Variables (Mathematics 365).

Students majoring in mathematics may also earn a minor in computer science; otherwise, students may not earn more than one major or minor from the department.

MAJOR REQUIREMENTS: COMPUTER SCIENCE

A minimum of 44 semester credits in the mathematical sciences numbered 171 and above,* including the following:

- Computer Science 171, 172, 230, and 383.
- Computer Science 277 or 393.
- Mathematics 255.
- 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:

- Computer Science 171, 172, and 383.
- Computer Science 277 or 393.
- Mathematics 215 and 225.
- At least 8 additional semester credits in mathematics courses numbered 200 or above.

*To apply Mathematics 490 or Computer Science 495 to a major or minor requires consent of the department chair.

- At least 8 additional semester credits in computer science courses at the 300 or 400* level.

Computer Science 230 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:

- Computer Science 171.
- Mathematics 215, 225, and 233.
- At least 16 additional semester credits at the 300 or 400* level, at least 12 of which must be in mathematics courses.

Computer Science 230 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.
- Computer Science 230 or 4 semester credits in mathematics courses numbered 115 and above.

MINOR REQUIREMENTS: MATHEMATICS

A minimum of 16 semester credits in mathematics courses numbered 171 and above,* including the following:

- Mathematics 215 and 225.
- At least 4 semester credits in mathematics at the 300 or 400* level.

(For information about Lewis & Clark's 3-2 cooperative program in computer science with the OGI School of Science & Engineering, see the Engineering listing in this catalog.)

HONORS

The honors program in the mathematical sciences usually consists of either (a) a yearlong independent research project or (b) a summer research project followed by a one-semester independent study, culminating in an appropriate oral presentation and written form. After completing the 100- and 200-level courses required for one of the majors and enrolling in at least one course at the 300 or 400 level, an interested student with a cumulative GPA of 3.500 or higher, both in the major and overall, should consult the chair or the student's advisor concerning development and completion of a project.

RESOURCES FOR NONMAJORS

The following courses are designed with nonmajors in mind:

Review of Algebra (Mathematics 055), designed for those not prepared to take college-level mathematics, addresses second- and third-year high school mathematics.

Perspectives in Mathematics (Mathematics 103), Perspectives in Statistics (Mathematics 105), and Perspectives in Computer Science (Computer Science 107) stress connections among contemporary mathematics, statistics, computer science, and modern society.

Elementary Functions (Mathematics 115) provides experience with the functions encountered in introductory calculus or computer science courses.

Statistical Concepts and Methods (Mathematics 255) introduces the main ideas of modern statistics, with applications to problems encountered in various disciplines, especially the natural sciences.

FACILITIES

Lewis & Clark maintains microcomputer laboratories containing Windows and Apple computers in the library, several classroom facilities, and residence halls. All Lewis & Clark students have access to this computing machinery 24 hours

a day, 7 days a week, for use in assigned coursework and independent projects. In addition, the department has two labs of 40 personal computers running LINUX and a small lab of 3 to 4 computers near the faculty offices. Students are encouraged to bring their own microcomputers to campus and use them independently or as terminals to access Lewis & Clark's file servers. To assist students, Lewis & Clark supports a discount purchase program for microcomputers.

FACULTY AND STAFF

Paul T. Allen, assistant professor of mathematics. Geometric analysis, differential equations, mathematical relativity.

Suanne Benowicz, director of the Math Skills Center.

Naiomi T. Cameron, assistant professor of mathematics. Enumerative combinatorics, graph theory.

Yung-Pin Chen, associate professor of statistics. Statistics, sequential designs. Probability, stochastic processes.

Peter Drake, associate professor of computer science. Artificial intelligence/cognitive science. Programming languages.

Jeffrey S. Ely, associate professor of computer science. Computer graphics, numerical analysis.

John W. Krussel, professor of mathematics. Graph theory, combinatorics, cryptography.

Jens Mache, professor of computer science. Operating systems, computer architecture, parallel and distributed systems, computer networks.

Elizabeth Stanhope, assistant professor of mathematics. Differential geometry, spectral geometry.

Iva Stavrov, assistant professor of mathematics. Differential geometry, algebraic topology.

Computer Science

CS 107 PERSPECTIVES IN COMPUTER SCIENCE

Staff

Content: Introduction to computer science. Topics chosen from the following: programming languages, digital logic and computer architecture, algorithms. Programming concepts including applications of loops, assignment and "if" statements, arrays, user-defined functions. Emphasis on the writing of programs illustrating these concepts. Students who have received credit (including transfer credit) for Computer Science 171 or its equivalent may not register for this course.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits. May not be taken for credit if AP Computer Science credit has been granted.

CS 171 COMPUTER SCIENCE I

Staff

Content: Basic techniques for solving problems amenable to solution through the use of a high-level computer programming language. Emphasis on solving a problem via a program and on the skills to write programs solving complex problems. Variables, data types, branches, loops, arrays, functional decomposition.

Prerequisite and/or restriction: Mathematics 115 or equivalent.

Taught: Each semester, 4 semester credits.

CS 172 COMPUTER SCIENCE II

Staff

Content: Data structures and algorithmic techniques that are fundamental in programming solutions to complex problems. Abstract data types, lists, stacks, queues, trees, graphs. Array-based and linked structures. Use and simple analysis of iterative and recursive algorithms. Introduction to object-oriented programming.

Prerequisite and/or restriction: Computer Science 171 or consent of instructor.

Taught: Each semester, 4 semester credits.

CS 230 COMPUTATIONAL MATHEMATICS

Ely

Content: Overview of the kinds of problems that arise in calculus and physics. Emphasis on computer solutions. Topics include differentiation, integration, nonlinear equations, linear systems, ordinary differential equations, approximation, curve fitting.

Prerequisite and/or restriction: Mathematics 115 or equivalent. Computer Science 171.

Taught: Annually, 4 semester credits.

CS 277 COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGES

Ely, Mache

Content: Computer design concepts and assembly languages. Topics chosen from the following: digital logic; arithmetic/logic unit design; bus structures; VLSI implementation; SIMD, MIMD, and RISC architectures; instruction sets; memory addressing modes; parameter passing; macro facilities.

Prerequisite and/or restriction: Computer Science 172.

Taught: Annually, 4 semester credits.

CS 363 OPERATING SYSTEMS

Mache

Content: Basic principles, policies, design issues, and construction of computer operating systems. Memory management, scheduling, synchronization of concurrent processes, input-output.

Prerequisite and/or restriction: Computer Science 277.

Taught: Alternate years, 4 semester credits.

CS 367 COMPUTER GRAPHICS

Ely

Content: Two- and three-dimensional computer graphics. Line, circle, filling, windowing, clipping algorithms, three-dimensional perspective projections, hidden line removal, shading, light models.

Prerequisite and/or restriction: Computer Science 172. Computer science 230 or equivalent. Familiarity with trigonometry, vectors helpful.

Taught: Annually, 4 semester credits.

CS 369 ARTIFICIAL INTELLIGENCE

Drake

Content: Design and construction of intelligent computer systems. Agents and environments; blind and informed search; heuristics; game play, minimax, and alpha-beta pruning; robotics; machine learning; philosophical issues including definitions of intelligence.

Prerequisite and/or restriction: Computer Science 172.

Taught: Alternate years, 4 semester credits.

CS 373 PROGRAMMING LANGUAGE STRUCTURES

Drake, Ely

Content: Organization, structure, syntax, and grammar of computer programming languages. Basic concepts and special-purpose facilities in several representative high-level languages. Manual and automatic memory management, control structures, scope of declarations, higher-order functions, macros, object-oriented programming.

Prerequisite and/or restriction: Computer Science 172.

Taught: Alternate years, 4 semester credits.

CS 383 ALGORITHM DESIGN AND ANALYSIS

Drake, Mache

Content: Introduction to the design and analysis of algorithms. Balanced binary search trees; bit vectors; hash tables; heaps; dynamic programming; algorithms including incremental, divide and conquer, greedy, graph.

Prerequisite and/or restriction: Computer Science 172. Mathematics 215 or Computer Science 230.

Taught: Annually, 4 semester credits.

CS 393 COMPUTER NETWORKS

Mache

Content: The structure, implementation, and theoretical underpinnings of computer networks. Topic areas include Internet protocols, client-server computing, distributed applications.

Prerequisite and/or restriction: Computer Science 172.

Taught: Alternate years, 4 semester credits.

CS 465 THEORY OF COMPUTATION

Staff

Content: Basic theoretical foundations of computer science including finite state and pushdown automata, Turing machines, computability, the halting problem, regular expressions, NP-completeness, the relationship between grammars and automata.

Prerequisite and/or restriction: Computer Science 172. Mathematics 215.

Taught: Alternate years, 4 semester credits.

CS 467 ADVANCED COMPUTER GRAPHICS

Ely

Content: Advanced three-dimensional computer graphics. Z-buffer algorithms, Phong smooth shading, ray tracing, texture mapping, spline patches.

Prerequisite and/or restriction: Computer Science 367.

Taught: Alternate years, 4 semester credits.

CS 487 ADVANCED ALGORITHMS

Drake, Mache

Content: Advanced study of algorithm design and implementation. Preparation for programming competitions. Topics chosen from the following: dynamic programming, graph algorithms, network flow and matching, backtracking, constructing all subsets, constructing all permutations, high-precision arithmetic, geometric algorithms.

Prerequisite and/or restriction: Computer Science 383.

Taught: Annually, 4 semester credits.

CS 488 SOFTWARE DEVELOPMENT

Drake

Content: Development of large software systems by teams of programmers. Problem specification, system design, testing, software frameworks, design patterns.

Prerequisite and/or restriction: Computer Science 373 or 383.

Taught: Alternate years, 4 semester credits.

CS 495 TOPICS IN COMPUTER SCIENCE

Staff

Content: Determined by student and/or faculty interest. May continue topics from an existing course or explore new areas.

Prerequisite and/or restriction: Consent of instructor.

Taught: Alternate years, 4 semester credits. May be taken three times for credit under different topics.

Mathematics and Statistics

MATH 055 REVIEW OF ALGEBRA

Benowicz

Content: Solving linear, absolute value, quadratic, exponential, and logarithmic equations. Introduction to functions and their graphs. Conic sections, polynomial operations including factoring and rules for exponents, rational and radical expressions, inequalities and systems of equations.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits, credit-no credit. Not counted toward the 128 semester credits needed for graduation.

MATH 103 PERSPECTIVES IN MATHEMATICS

Staff

Content: For nonmajors. Selected topics illustrating mathematics as a way of representing and understanding patterns and structures, as an art, as an enabler in other disciplines, and as a historical force. Emphasis changes from semester to semester, reflecting the expertise and interests of the faculty member teaching the course. For further information consult the appropriate faculty member before registration.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

MATH 105 PERSPECTIVES IN STATISTICS

Staff

Content: Data analysis, data production, statistical inference. Data analysis: methods and ideas for organizing and describing data using graphs, numerical summaries, and other statistical descriptions. Data production: methods for selecting samples and designing experiments to produce data that can give clear answers to specific questions. Statistical inference: methods for moving beyond the data to draw conclusions about some wider universe.

Note: Students who have received credit for Economics 103, Psychology 200, or AP Statistics may not take this course for credit.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

MATH 115 ELEMENTARY FUNCTIONS

Staff

Content: The basic functions encountered in calculus, discrete mathematics, and computer science: polynomial, rational, exponential, logarithmic, and trigonometric functions and their inverses. Graphs of these functions, their use in problem solving, their analytical properties.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Each semester, 4 semester credits. May not be taken for credit if AP Calculus credit has been granted.

MATH 131 CALCULUS I

Staff

Content: Basic analytical and quantitative reasoning and problem-solving skills that depend on the concept of the limit. Continuity, the derivative and its applications, the Fundamental Theorem of Calculus, introduction to the definite integral with applications.

Prerequisite and/or restriction: Mathematics 115 or equivalent.

Taught: Each semester, 4 semester credits. May not be taken for credit if AP Calculus credit has been granted.

MATH 132 CALCULUS II

Staff

Content: Further development of the definite integral including techniques of integration, applications of the definite integral, indeterminate forms, and improper integrals. Sequences, series of constants, power series, Taylor polynomials and series, introduction to elementary differential equations.

Prerequisite and/or restriction: Mathematics 131 or equivalent.

Taught: Each semester, 4 semester credits. May not be taken for credit if AP Calculus BC credit has been granted.

MATH 215 DISCRETE MATHEMATICS

Staff

Content: Basic techniques of abstract formal reasoning and representation used in the mathematical sciences. First order logic, elementary set theory, proof by induction and other techniques, enumeration, relations and functions, graphs, recurrence relations.

Prerequisite and/or restriction: Mathematics 132 or equivalent.

Taught: Each semester, 4 semester credits.

MATH 225 LINEAR ALGEBRA

Staff

Content: Basic skills and concepts that evolve from the study of systems of linear equations. Systems of linear equations, Euclidean vector spaces and function spaces, linear transformations, matrices and determinants, inner product spaces, eigenvalue problems, symmetric transformations.

Prerequisite and/or restriction: Mathematics 132 or equivalent.

Taught: Each semester, 4 semester credits.

MATH 233 CALCULUS III

Staff

Content: Basic analytical and quantitative skills in the theory of functions of several variables. Partial differentiation; gradients; multiple integrals; theorems of Green, Gauss, and Stokes.

Prerequisite and/or restriction: Mathematics 132 or equivalent.

Taught: Annually, 4 semester credits.

MATH 235 DIFFERENTIAL EQUATIONS

Staff

Content: Basic methods, theory, and applications of differential equations. Solutions and the qualitative behavior of solutions of linear and nonlinear differential equations and of systems of differential equations, Laplace transform methods, numerical techniques.

Prerequisite and/or restriction: Mathematics 132 or equivalent.

Taught: Annually, 4 semester credits.

MATH 244 MATH PRACTICUM

Benowicz

Content: Tutoring opportunities (two to four hours onsite per week) at community schools to include one-on-one tutoring or classroom aid for site supervisor. Written reports and consultation with instructor required during semester. Specific math courses or grade levels to be determined by student, site supervisor, and instructor.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-2 credits, credit-no credit. May be taken twice for credit with at most 2 credits counted toward math major.

MATH 255 STATISTICAL CONCEPTS AND METHODS

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.

Prerequisite and/or restriction: Mathematics 131 or equivalent.

Taught: Annually, 4 semester credits.

MATH 281 PUTNAM EXAM PREPARATION

Stavrov

Content: Emphasis on problem-solving skills required for success on the Putnam Exam. Participation in the exam is required to earn credit.

Prerequisite and/or restriction: None.

Taught: Annually, 1 semester credit, credit-no credit. May be taken twice for credit.

MATH 282 MODELING COMPETITION PREPARATION

Stanhope

Content: Emphasis on mathematical modeling skills required for success in the COMAP Mathematical Modeling Competition and Interdisciplinary Modeling Competition. Participation in the competition is required to earn credit.

Prerequisite and/or restriction: None.

Taught: Annually, 1 semester credit, credit-no credit. May be taken twice for credit.

MATH 315 NUMBER THEORY

Staff

Content: Divisibility properties of the integers, unique factorization, linear Diophantine equations, congruences, Fermat's and Wilson's theorems, arithmetic functions. Other topics selected from the following: primitive roots and indices, quadratic reciprocity, the theory of prime numbers, continued fractions, sums of squares, analytic number theory.

Prerequisite and/or restriction: Mathematics 215 or consent of instructor.

Taught: Alternate years, 4 semester credits.

MATH 325 COMBINATORICS

Cameron, Krussel

Content: Introduction to combinatorial theory, including one or more of the following: enumeration, algebraic enumeration, optimization, graph theory, coding theory, design theory, finite geometries, Latin squares, posets, lattices, Polya counting, Ramsey theory.

Prerequisite and/or restriction: Mathematics 215 and 225 or consent of instructor.

Taught: Alternate years, 4 semester credits.

MATH 345 NUMERICAL ANALYSIS

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.

Prerequisite and/or restriction: Computer Science 171. Mathematics 225 and 233.

Taught: Alternate years, 4 semester credits.

MATH 355 GEOMETRY

Staff

Content: Concepts of geometry encompassing both Euclidean and non-Euclidean geometries. Parallelism, distance, angles, triangles, other geometric notions studied from the viewpoint of logic and foundations, transformations or differential geometry.

Prerequisite and/or restriction: Mathematics 215 or consent of instructor.

Taught: Alternate years, 4 semester credits.

MATH 358 TOPOLOGY

Stanhope, Stavrov

Content: Concepts of topology. Set theory, metric spaces, topological spaces, continuity, compactness, connectedness, and topological equivalence.

Prerequisite and/or restriction: Mathematics 215 or consent of instructor.

Taught: Alternate years, 4 semester credits.

MATH 365 COMPLEX VARIABLES

Staff

Content: Concepts of complex analysis. Complex number system, analytic functions, integration of functions of a complex variable, power series representation, conformal mappings, residue theory.

Prerequisite and/or restriction: Math 233 or consent of instructor.

Taught: Alternate years, 4 semester credits.

MATH 421, 422 ABSTRACT ALGEBRA I, II

Cameron, Krussel

Content: A two-semester sequence in abstract algebraic systems. Structure of groups, subgroups, quotient groups, homomorphisms, Fundamental Isomorphism Theorems, rings, ideals, integral domains, polynomial rings, matrix rings, fields, Galois theory, advanced topics in linear algebra.

Prerequisite and/or restriction: Mathematics 215 and 225 or consent of instructor.

Taught: Alternate years, 4 semester credits each.

MATH 441, 442 ADVANCED CALCULUS I, II

Stanhope, Stavrov

Content: A two-semester sequence in the theory of the calculus. Development of the ability to understand, construct, and write proofs in analysis. Limits, continuity, differentiation, integration, applications, generalizations.

Prerequisite and/or restriction: For Mathematics 441, Mathematics 215. For Mathematics 442, Mathematics 441, 225, and 233 or consent of instructor.

Taught: Alternate years, 4 semester credits each.

MATH 451, 452 PROBABILITY AND STATISTICS I, II

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.

Prerequisite and/or restriction: Mathematics 215 and 233 or consent of instructor.
Taught: Alternate years, 4 semester credits each.

MATH 490 TOPICS IN MATHEMATICS

Staff

Content: Determined by student and/or faculty interest. May continue topics from an existing course or explore new areas.

Prerequisite and/or restriction: Consent of instructor.

Taught: Alternate years (contingent on student interest and faculty availability), 4 semester credits. May be taken three times for credit under different topics.

Molecular Biology

See Biochemistry and Molecular Biology in this catalog.

Music

CHAIR: ELEONORA MARIA BECK

Music is an artistic and social language. It is abstract, yet also emotional and communicative. To understand music takes experience, reason, and words, but it also requires imitating it and creating anew. We speak both about music and in it.

Lewis & Clark offers opportunities in music for the person first exploring the art as well as for the serious student who aspires to a professional career. It is the fundamental mission of the Department of Music to enable students at all levels to experience music as a perpetually liberating and enriching element in their lives.

The curriculum encompasses many courses, private lessons, and ensembles, all of which are available to the nonmajor as well as the music major. Instruction emphasizes the integration of performance studies, knowledge of the literature, and theoretical concepts. Many courses concentrate on music as a reflection of various societies and cultures, Western and non-Western.

The Department of Music faculty consists of active performers, composers, and scholars, all of whom are dedicated teachers.

THE MAJOR PROGRAM

In addition to the minimum major requirements, all students majoring in music pursue a senior project in composition, ethnomusicology, musicology, music education, or performance. A core curriculum is common for the first two years, with students pursuing appropriate concentrations in the junior and senior years. Declaring a music major by the sophomore year is advisable.

All majors and prospective majors are reviewed by the music faculty at the end of the fall semester of the sophomore year. Most students should be near the completion of common requirements in the major at this time. Transfer students and those who decide to declare a music major after the sophomore year must consult the department chair.

The review involves a short performance in the student's primary area of studio instruction, optional work samples in his or her primary area of interest (for students concentrating in composition, musicology, or ethnomusicology), and an interview about intended areas of concentration in the junior and senior years. In this formal advising opportunity, the entire music faculty is available to help each student plan to fulfill upper-division degree requirements and complete the senior project.

A satisfactory departmental review results in faculty approval of upper-division status as a music major, and is a prerequisite for Music 490 (Senior

Project). Enrollment in Music 490 also requires completion of at least one semester of 300-level study in the chosen area of concentration. Further advising for a student's senior project is done individually to match students' aims with departmental and national standards. The project requires work beyond the basic major requirements. Majors are also required to pass a piano proficiency examination before enrolling in Music 490.

MAJOR REQUIREMENTS

All students intending to major in music must first complete (or have waived by examination) Music 101, 111, and 121. Credit earned in these courses does not apply toward the major, which requires a minimum of 44 semester credits, distributed as follows:

- Music theory and composition: 212, 213, 222, and 223.
- Music history and literature: 162 and 163.
- Four semester credits of a single major instrument, including voice. Declared majors concentrating in performance must enroll in on-campus studio instruction every semester.
- Six semester credits of ensemble, at least four of which must be from Cappella Nova, Women's Chorus, Community Chorale, Wind Symphony/Orchestra, or Accompanying.
- Eight semester credits of upper-division theory or composition chosen from 314, 316, 318, 321, 324, 329, 331, and 416. Majors focusing on composition must take 314 and 324 or 329. Majors focusing on performance must take 314.
- Four semester credits of upper-division music history or literature, chosen from 302, 305, 306, 361, 362, 363, and 380.
- Pass the piano proficiency examination. (This is a prerequisite for 490.)
- Two semester credits in 490. Senior project requirements by area of concentration:

Composition: Preparation of professional-quality manuscripts. Degree recital review, recital of original musical works. Graded by jury.

Ethnomusicology: Thesis in ethnomusicology, graded by committee.

Musicology: Thesis in musicology, graded by committee.

Music Education: A work sample similar to those required by our graduate school's M.A.T. program. Satisfactory evaluations by both cooperating teachers. Satisfactory evaluation by the supervising faculty member. Public or videotaped demonstration of work with students for faculty review.

Performance: Degree recital review, recital on the major instrument. Graded by jury.

- Four semester credits of requirements specific to the area of concentration:
 - Composition:** Three semester credits of 392 and 1 semester credit of Western ensemble. It is strongly recommended that composers who wish to pursue graduate work take 324, 329, 331, and 416.
 - Ethnomusicology:** One additional course in ethnomusicology. Sociology/Anthropology 100 or 110, and 200 are recommended.
 - Musicology:** 361. Recommended: 362 and 363.
 - Music Education:** 331 and 2 semester credits chosen from 385, 386, 387, 388, and 389. Recommended: 416 and Education 201.
 - Performance:** Three additional semester credits of instruction on the major instrument, and 1 additional semester credit of Western ensemble. Recommended: Junior recital, 4 additional semester credits of Western ensemble, 331, 416, and a pedagogy course in a related area.
-

THE MINOR PROGRAM

Students who wish a basic but thorough introduction to the field of music may choose to minor in music. Minors pursue basic coursework in a variety of aspects of music study, history, theory, and performance.

MINOR REQUIREMENTS

A minimum of 23 semester credits, distributed as follows:

- Four semester credits of music theory and aural skills chosen from 111, 121, 212, and 222.
- Eight semester credits in music history and literature: 162 and 163.
- Two semester credits in ensembles (Cappella Nova, Women's Chorus, Community Chorale, Javanese Gamelan, Wind Symphony, Orchestra), one of which must be from a major ensemble.
- One semester credit of instrumental lessons, including voice.
- Eight semester credits in upper-level theory, history and literature, or composition, including 305 or 306.

HONORS

To qualify for honors candidacy, students must show outstanding promise as performers, scholars, composers, or teachers, and produce exceptional senior projects. They should normally have a GPA of 3.500 or higher in the major and overall. All senior music majors are reviewed for possible honors by the faculty. Students must have completed at least two semesters of coursework at Lewis & Clark before being considered eligible for honors candidacy.

PERFORMING ORGANIZATIONS

The Department of Music provides performing opportunities for students at all levels of accomplishment and interest. These include small, informal chamber ensembles as well as the African Marimba, Cappella Nova (a mixed choral ensemble), Community Chorale, Javanese Gamelan, Jazz Combos, Opera/Musical Theatre, Orchestra, Percussion Ensemble, West African Rhythms, Wind Symphony, and Women's Chorus.

RESOURCES FOR NONMAJORS

All performing groups welcome participation by nonmajors, and all studio instruction is open to beginning as well as advanced students. The following courses are appropriate for students with little or no previous knowledge of music.

Music 101 Pre-Theory

Music 102 Jazz Appreciation

Music 104 Sound and Sense: Understanding Music

Music 105 Introduction to World Music

Music Performance 116 Women's Chorus, Community Chorale

Music Performance 117 Cappella Nova

Music Performance 121 Gamelan

Music Performance 131-136 and 138-139 Class instruction in voice, piano, guitar, percussion, West African rhythms, African marimba, music of India

Music 151 Contemporary Trends in Music

Music 164 World Music Intensive: Theory and Practice

Music 205 Music in the United States

Music 220 Introduction to Electronic Music

Music 221 Studies in Electronic and Computer Music

Music 276 Opera, Mantua to Beijing

Music 305 World Music: Asia

Music 306 World Music: Latin America and the Caribbean

Music 361 Music and Language

FACILITIES

The musical life of Lewis & Clark centers around Evans Music Center. Rehearsal rooms, 22 practice rooms, faculty offices and teaching studios, classrooms, and administrative offices of the Department of Music are located there. The 400-seat Evans Auditorium is well known in the Portland area for its superior acoustics. Agnes Flanagan Chapel is also often used for major concerts. Fir Acres Theatre provides excellent facilities for production of operas, musicals, and other types of theatre.

The Department of Music uses a collection of more than 4,000 recordings, compact discs, and cassettes housed in Aubrey R. Watzek Library. A fully equipped listening center and electronic and computer music studio with video editing capabilities is available for student use. Evans Music Center also contains a Yamaha electronic keyboard laboratory.

The music center houses two harpsichords, a baroque organ, and 43 pianos, including a seven-foot and two nine-foot Steinway concert grands. The Agnes Flanagan Chapel contains an 85-rank Casavant organ appropriate for performance of all styles and periods. It is one of the finest organs in the Pacific Northwest. Two other pipe organs are also available on campus.

FACULTY

Eleonora Maria Beck, James W. Rogers Professor of Music. Medieval and Renaissance music history; contemporary American, popular, and women's music.

David M. Becker, senior lecturer and director of bands. Wind Symphony, Jazz Ensemble, music education, jazz history, conducting.

Franya Berkman, assistant professor. Ethnomusicology, jazz studies.

Katherine FitzGibbon, assistant professor and director of choral activities.

Conducting, music history, music education.

Michael Johanson, assistant professor. Composition.

George Skipworth, assistant professor. Orchestra, piano, pre-theory.

Susan DeWitt Smith, visiting assistant professor. Piano, theory.

ADJUNCT FACULTY

Obo Addy, Ghanaian master drummer.

Dan Balmer, jazz guitar, Jazz Combos.

Julia Banzi, flamenco guitar.

Nathan Beck, ethnomusicology, African marimba.

Carol Biel, piano.

Stan Bock, low brass.

Dave Captein, jazz bass.

Tim Connell, mandolin.

Jennifer Craig-Ironside, harp.

Dorien de León, cello.

Jack Dwyer, mandolin.

Mark Eubanks, bassoon.

Dave Evans, saxophone.

Greg Ewer, violin.

Lee Garrett, organ.

Margaret Green, women's chorus.

Anna Haagenson, voice.

Carl Halvorsen, voice.

Elizabeth Harcombe, piano.

Elaine Hessleman, harp.

Mitch Iimori, oboe.

Dunja Jennings, clarinet.

Nisha Joshi, North Indian voice and sitar.

Jeffrey Leonard, electronic music, electric bass guitar.
 Susan McBerry, voice, opera workshop, musical theatre.
 John Mery, classical guitar, folk guitar.
 James O'Banion, trumpet.
 Mike Pardew, jazz guitar, folk guitar.
 Melissa Parkhurst, gamelan.
 Brett Paschal, percussion, pre-theory.
 Randy Porter, jazz piano, jazz.
 John Richards, tuba.
 Jason Schooler, classical bass.
 Bill Stalnaker, French horn.
 Nancy Teskey, flute.
 Stephanie Thompson, piano, accompanying.
 Miriam English Ward, viola.

MUS 101 PRE-THEORY

Paschal

Content: Elements of music in sight and sound, dealing with pitch, rhythm, intervals, chords.

Prerequisite and/or restriction: None.

Taught: Each semester, 2 semester credits.

MUS 102 JAZZ APPRECIATION

Becker

Content: Developing listening skills, understanding musical concepts and the elements of music, examining the work of several major jazz figures. Styles from jazz roots through contemporary. For students with little or no background in music.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

MUS 104 SOUND AND SENSE: UNDERSTANDING MUSIC

E. Beck, Skipworth, Staff

Content: Characteristics and sources of musical sounds, elements of music, musical texture. Examples from a variety of forms, periods, and styles including non-Western and popular music.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

MUS 105 INTRODUCTION TO WORLD MUSIC

Berkman, Staff

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.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

MUS 111 AURAL SKILLS I

Paschal

Content: Pitch, interval recognition, sight-singing; musical elements of melody, rhythm, basic harmony; rudiments of conducting and music notation.

Prerequisite and/or restriction: Music 101 or placement examination. Concurrent enrollment in Music 121.

Taught: Annually, 2 semester credits.

MUS 121 MUSIC THEORY I

Staff

Content: Functional diatonic harmony and voice leading in the styles of the common practice period. Keyboard harmony and figured bass in four voices. Elementary counterpoint, formal analysis, rhythmic structures, modulation.

Prerequisite and/or restriction: Music 101 or placement exam. Concurrent enrollment in Music 111.

Taught: Annually, 4 semester credits.

MUS 151 CONTEMPORARY TRENDS IN MUSIC

Staff

Content: New music examined through recordings, articles, reviews, lectures, live concerts. Focus on Western classic tradition of the last decade, at times crossing over to jazz, multimedia rock, non-Western culture. Recent developments in music worldwide, new material each year.

Prerequisite and/or restriction: None.

Taught: Alternate years, 2 semester credits.

MUS 162 HISTORY OF WESTERN MUSIC I

E. Beck

Content: Compositions from the Middle Ages to Bach and Handel. Medieval, Renaissance, baroque periods; musical forms developed during these periods; evolution of musical theory and performance practice.

Prerequisite and/or restriction: Music 121 or consent of instructor.

Taught: Annually, 4 semester credits.

MUS 163 HISTORY OF WESTERN MUSIC II

E. Beck

Content: Representative compositions from Haydn and Mozart to those by living composers. Classical, romantic, and modern periods; musical forms developed during those periods; evolution of musical theory and performance practice.

Prerequisite and/or restriction: Music 162 or consent of instructor.

Taught: Annually, 4 semester credits.

MUS 164 WORLD MUSIC INTENSIVE: THEORY AND PRACTICE

Berkman

Content: Intensive study of four music culture areas: India, Indonesia, West Africa, and Latin America. Hands-on exploration of specific genres and their structural principles. Corresponding readings that seek to understand how music functions in or as culture.

Prerequisite and/or restriction: Music 111, 121, or consent of instructor.

Taught: Annually, 4 semester credits.

MUS 205 MUSIC IN THE UNITED STATES

Staff

Content: Music representing formal and informal traditions in American culture, especially in the 20th century. Emphasis on oral traditions, roots of blues and jazz, and the relationship of music to other arts, society, and culture.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

MUS 212 AURAL SKILLS II

Staff

Content: Listening and music reading exercises and assignments drawn from more advanced melodic, rhythmic, and harmonic materials, predominantly from Western music.

Prerequisite and/or restriction: Music 111 or placement examination. Concurrent enrollment in Music 222.

Taught: Annually, 2 semester credits.

MUS 213 AURAL SKILLS III

Staff

Content: Listening and music reading exercises and assignments drawn from more advanced melodic, rhythmic, and harmonic materials, predominantly from Western music.

Prerequisite and/or restriction: Music 212 or placement examination. Concurrent enrollment in Music 223.

Taught: Annually, 2 semester credits.

MUS 220 INTRODUCTION TO ELECTRONIC MUSIC

Leonard

Content: Electronic music synthesis. MIDI sequencing and editing, drum and rhythm programming, use of loops, introduction to digital audio, basic synthesis techniques, digital effects processing. Overview of technical development. Relevant historical considerations and basic compositional techniques.

Prerequisite and/or restriction: None.

Taught: Annually, 2 semester credits.

MUS 221 STUDIES IN ELECTRONIC AND COMPUTER MUSIC

Leonard

Content: Recording and editing with a digital workstation. Microphone basics. Use and manipulation of audio in samplers and pattern programmers, creation and utilization of loops. Advanced MIDI and synthesis techniques. Combining audio with MIDI sequencing.

Prerequisite and/or restriction: Music 220 or consent of instructor.

Taught: Annually, 2 semester credits. May be repeated for credit.

MUS 222 MUSIC THEORY II

Staff

Content: Melodic, rhythmic, and harmonic practices of Western music from circa 1700 to 1890. Instrumental and vocal forms from these years; writing of compositions in similar styles.

Prerequisite and/or restriction: Music 121 or placement examination. Concurrent enrollment in Music 212.

Taught: Annually, 2 semester credits.

MUS 223 MUSIC THEORY III

Staff

Content: Melodic, rhythmic, and harmonic practices of Western music from circa 1700 to 1890. Instrumental and vocal forms from these years; writing of compositions in similar styles.

Prerequisite and/or restriction: Music 222 or placement examination. Concurrent enrollment in Music 213.

Taught: Annually, 2 semester credits.

MUS 224 BEGINNING COMPOSITION

Johanson

Content: Introduction to the art of creative musical communication. Musical gestures, repetition, contrast. Students compose exercises and pieces, perform works, study contemporary music and ideas.

Prerequisite and/or restriction: Music 121.

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

MUS 260 PIANO LITERATURE

Staff

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.

Prerequisite and/or restriction: Consent of instructor.

Taught: Alternate years, 4 semester credits.

MUS 276 OPERA, MANTUA TO BEIJING

E. Beck, Skipworth

Content: Opera as a dramatic, multidisciplinary music-theatrical form that has developed in specific ways in different countries, cultures, eras. Several operas studied, with emphasis on Western examples from the baroque to contemporary. Literary, musical, and dramatic elements. Use of visual and audio materials, live performances when possible.

Prerequisite and/or restriction: Music 162 or consent of instructor.

Taught: Alternate years, 4 semester credits.

MUS 280 VOCAL LITERATURE

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.

Prerequisite and/or restriction: Music 104 and 121. Music Performance 174 or consent of instructor.

Taught: Alternate years; 4 semester credits.

MUS 299 INDEPENDENT STUDY

Staff

Content: A well-defined study project carried out under regular supervision by a faculty member. Because the course is intended to allow advanced students to work in areas and on projects not normally included in scheduled courses, it may not be substituted for a course with similar content in the regular curriculum.

Prerequisite and/or restriction: Consent of instructor and department chair.

Taught: Annually, 2-4 semester credits.

MUS 302 JAZZ HISTORY

Becker, Berkman

Content: Jazz as an American art form, exploring musical and social developments throughout its history from the turn of the last century to the present. Musical styles of performers from each period of the development of jazz.

Prerequisite and/or restriction: Music 101, Music Performance 113, or consent of instructor.

Taught: Alternate years, 4 semester credits.

MUS 305 WORLD MUSIC: ASIA

Staff

Content: Survey of musical traditions from the Near East, Middle East, India, and Africa. Study of music, instruments, and performance through readings, recordings, live performance when possible. Historical developments. How the music is used. Social organization, poetry, literature, religion, dance as they assist in understanding the music and its culture.

Prerequisite and/or restriction: Music course, anthropology course, or consent of instructor.

Taught: Annually, 4 semester credits.

MUS 306 WORLD MUSIC: LATIN AMERICA AND THE CARIBBEAN

Berkman

Content: Survey of musical traditions and styles of the Caribbean and Middle and South America, including Afro-Cuban music, salsa, Latin jazz, and folk music of the Andes. Study of the music, instruments, and performance through readings, recordings, live performance when possible. Historical developments, how the music is used. Social function, political context, art, poetry, literature, religion as they assist in understanding the music and its culture.

Prerequisite and/or restriction: Music course, anthropology course, or consent of instructor.

Taught: Annually, 4 semester credits.

MUS 314 20TH-CENTURY THEORY AND AURAL SKILLS

Johanson

Content: Music theory and compositional practice from late chromatic harmony to free atonality, polytonality, expanded and varied scalar and harmonic structures, neoclassicism, serialism, indeterminacy, expanded tone colors, minimalism, new formal organizations. Ear training, sight singing, and rhythm reading with representative works.

Prerequisite and/or restriction: Music 213 and 223, or placement examination.

Taught: Annually, 4 semester credits.

MUS 316 JAZZ THEORY

Berkman

Content: Introduction to and application of jazz chord theory and chord symbols, jazz scale theory, common jazz progressions, chord substitutions and forms. Written exercises presenting theoretical principles. Application of principles through performance of the student's instrument or voice. Beginning concepts of jazz improvisation, arranging, keyboard application.

Prerequisite and/or restriction: Music 121 or permission.

Taught: Alternate years, 4 semester credits.

MUS 321 SEMINAR IN ELECTROACOUSTIC COMPOSITION

Leonard

Content: Advanced, continuing course covering advanced synthesis and sound design. Exploration of new technical and software developments. In-depth examples of sophisticated or unusual MIDI and audio techniques. Composition for digital media. Opportunity for self-directed study.

Prerequisite and/or restriction: Music 220 and 221. Music 104, 162, or 101.

Taught: Annually, 2 semester credits. May be repeated for credit.

MUS 324 ORCHESTRATION

Johanson

Content: Instrumentation and orchestration using Western classical instruments. Arranging and composing for winds, brass, percussion, strings, voice.

Prerequisite and/or restriction: Music 121 or consent of instructor.

Taught: Alternate years, 2 semester credits. May be repeated for credit.

MUS 329 COUNTERPOINT

Johanson

Content: Counterpoint in historical styles, including the complex polyphony of the 16th and 18th centuries.

Prerequisite and/or restriction: Music 223 or consent of instructor.

Taught: Alternate years, 2 semester credits.

MUS 331 CONDUCTING

Becker, Skipworth

Content: Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, fundamental score reading. Technique and the musical problems confronting the conductor. Intermediate concepts of score reading and conducting.

Prerequisite and/or restriction: Upper-division status in music.

Taught: Annually, 2 semester credits.

MUS 361 MUSIC AND LANGUAGE

E. Beck

Content: Writing concert and record reviews, program notes, analytical and historical descriptions, research essays. Readings by and about Richard Wagner, Bernard Shaw, Virgil Thomson, Miles Davis, Billie Holiday. Weekly writing assignments on classical, jazz, world, popular music.

Prerequisite and/or restriction: Consent of instructor.

Taught: Alternate years, 4 semester credits.

MUS 362 TOPICS IN HISTORY AND MUSIC I

E. Beck

Content: In-depth study of one or more specific topics such as baroque performance practices, music of the Reformation, early music of England, developments in opera, or music in the church. Compositions, architecture, visual arts from the Middle Ages, Renaissance, baroque period.

Prerequisite and/or restriction: Music 104, 162, or consent of instructor.

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

MUS 363 TOPICS IN HISTORY AND MUSIC II

E. Beck

Content: In-depth study of one or more specific topics such as women in music, the Age of Enlightenment, music of the romantic period. Ten major musical figures of the 19th century. Related developments in literature, painting, sculpture.

Prerequisite and/or restriction: Music 104, 163, or consent of instructor.

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

MUS 383 SECONDARY CHORAL STRATEGIES AND MATERIALS

FitzGibbon

Content: Choral literature, style, conducting techniques, organization procedures, auditioning, budgeting, staging musicals, choral pedagogy, current trends in secondary education. For students planning to teach choral music in junior high and secondary schools.

Prerequisite and/or restriction: Upper-division status in music.

Taught: Alternate years, 2 semester credits.

MUS 385 PERCUSSION PEDAGOGY

Becker

Content: Principles of playing all standard orchestral percussion instruments, evaluation of methods and materials, strategies for teaching individuals and large groups in public schools.

Prerequisite and/or restriction: Upper-division status in music.

Taught: Alternate years, 1 semester credit.

MUS 386 BRASS PEDAGOGY

Becker

Content: Brass instruments and their fundamentals—fingerings, embouchures, hand positions, performance. Demonstrations of the teaching of brass and percussion instruments. Relationship of one brass instrument to another.

Prerequisite and/or restriction: Upper-division status in music.
Taught: Alternate years, 1 semester credit.

MUS 387 STRING PEDAGOGY

Staff

Content: Principles of playing stringed instruments, maintenance of instruments, evaluation of methods and materials, other topics relevant to precollegiate instruction.

Prerequisite and/or restriction: Upper-division status in music.
Taught: Alternate years, 1 semester credit.

MUS 388 WOODWIND PEDAGOGY

Becker

Content: Fingerings, embouchures, hand positions, acoustics, breathing, maintenance and repair, equipment, accessories, methods and materials. Discography for flute, oboe, clarinet, bassoon, saxophone.

Prerequisite and/or restriction: Upper-division status in music.
Taught: Alternate years, 2 semester credits.

MUS 389 VOICE PEDAGOGY

McBerry

Content: Voice physiology, sound vocal exercises and techniques, problems found in children and adolescents.

Prerequisite and/or restriction: Upper-division status in music.
Taught: Alternate years, 1 semester credit.

MUS 391 A SYSTEMATIC APPROACH TO DICTION

McBerry

Content: Principles of English, French, German, Italian lyric diction.

Prerequisite and/or restriction: Upper-level voice studies.
Taught: Alternate years, 1 semester credit.

MUS 392 COMPOSITION LESSONS

Johanson

Content: Weekly lessons in composition.

Prerequisite and/or restriction: Music 224.
Taught: Annually, 1 semester credit. May be repeated for credit.

MUS 416 ADVANCED MUSICIANSHIP AND CONDUCTING

Becker, FitzGibbon, Skipworth

Content: Refinement of skills important to the professional musician: sight-reading, conducting, score reading, aural perception, improvisation. Traditional and contemporary idioms. Opportunities to further conducting skills learned in Music 331.

Prerequisite and/or restriction: Music 213 and 331.
Taught: Alternate years, 2 semester credits.

MUS 490 SENIOR PROJECT

Staff

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.

Prerequisite and/or restriction: Senior standing. Approval of music faculty through formal review at sophomore or junior level. Must have passed the piano proficiency exam.
Taught: Each semester, 2 semester credits.

MUS 499 INDEPENDENT STUDY

Staff

Content: Same as Music 299 but requiring more advanced work.*Prerequisite and/or restriction:* Consent of instructor.*Taught:* Annually, 2-4 semester credits.**Performance Studies**

Note: Performance Studies (MUP) courses may be repeated for credit.

MUP 113 JAZZ COMBOS

Balmer

Content: Sight-reading, study, and performance of music representing diverse jazz styles arranged for combos. Rehearse and perform quality compositions and arrangements. Opportunities for solo improvisation, development of ensemble skills.*Prerequisite and/or restriction:* Audition.*Taught:* Each semester, 1 semester credit.**MUP 116 WOMEN'S CHORUS, COMMUNITY CHORALE**

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.*Prerequisite and/or restriction:* Audition.*Taught:* Each semester, 1 semester credit.**MUP 117 CAPPELLA NOVA**

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.*Prerequisite and/or restriction:* Audition.*Taught:* Each semester, 1 semester credit.**MUP 118 OPERA/MUSICAL THEATRE WORKSHOP**

McBerry

Content: Exercises in acting, stage movement, character development, scene studies. Exposure to standard operatic and musical theatre literature; development of singing and acting abilities in performing arias and ensembles.*Prerequisite and/or restriction:* Audition.*Taught:* Each semester, 1 semester credit.**MUP 119 WIND SYMPHONY, ORCHESTRA**

Becker, Skipworth

Content: Wind Symphony: Diverse traditional and contemporary band literature, including occasional works for reduced instrumentation. Pursuit of high standards in preparation, performance, promotion of quality compositions and transcriptions for the wind band repertoire. Orchestra: Strings, winds, brass, and percussion performing works from the traditional and modern orchestral repertoire, including symphonic, concert, ballet, opera, and other orchestral genres. Special attention is paid to the inclusion of historical and modern works of women composers. Students will play in Wind Symphony and/or Orchestra based on the needs of each ensemble.*Prerequisite and/or restriction:* Audition.*Taught:* Annually, 1 semester credit.

MUP 121 GAMELAN

Parkhurst

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.

Prerequisite and/or restriction: None.

Taught: Each semester, 1 semester credit.

MUP 122 PERCUSSION CLASS

Paschal

Content: Proper techniques on all percussion instruments, rhythms and pulse, organization of a percussion section. Rehearsal of percussion duets, trios, and larger ensembles. Fee.

Prerequisite and/or restriction: None.

Taught: Each semester, 1 semester credit.

MUP 131 VOICE CLASS

Haagenson

Content: Tone quality, intonation, breath control, vocal range, interpretative skills. Preparation of appropriate song literature for performance. Introduction to traditional and contemporary vocal literature. Improvement of singing skills. Fee.

Prerequisite and/or restriction: None.

Taught: Each semester, 1 semester credit.

MUP 132 PIANO CLASS

Biel

Content: Basics of keyboard playing, emphasizing ensemble playing. Individual needs dictate content: music majors may desire basic technical and theoretical skills; nonmajors may pursue single literature of interest. Divided into sections according to student backgrounds and skills. Fee.

Prerequisite and/or restriction: None.

Taught: Each semester, 1 semester credit.

MUP 134 GUITAR CLASS

Mery

Content: Rudiments of musical notation and technical skills, developed through folk music. Basic folk guitar techniques learned through musical notation, tablature, visual demonstration. Fee.

Prerequisite and/or restriction: None.

Taught: Each semester, 1 semester credit.

MUP 136 WEST AFRICAN RHYTHMS CLASS

Addy

Content: Music of West Africa. Introduction of performance of Ghanaian drums. Singing in traditional styles. Fee.

Prerequisite and/or restriction: None.

Taught: Each semester, 1 semester credit.

MUP 138 AFRICAN MARIMBA

N. Beck

Content: Introduction to playing techniques of African marimba. Fee.

Prerequisite and/or restriction: None.

Taught: Each semester, 1 semester credit.

MUP 139 RAGA AND TALA: MUSIC OF INDIA

Joshi

Content: Introduction to the melodic and rhythmic forms of Indian music. Fee.*Prerequisite and/or restriction:* None.*Taught:* Each semester, 1 semester credit.**MUP 140 INTERMEDIATE PIANO CLASS**

Biel

Content: Increasing levels of musicianship and keyboard skills taught in Music Performance 132. A higher level of technical facility introduced via exercises/studies, in addition to an increased quantity of more intricate repertoire. Fee.*Prerequisite and/or restriction:* Music Performance 132 or audition and placement exam.*Taught:* Each semester, 1 semester credit.**MUP 150 GHANAIAN MUSIC AND DANCE**

Addy

Content: Introduction to both hand drumming and dance of Ghana, West Africa. Fee.*Prerequisite and/or restriction:* None.*Taught:* Each semester, 1 semester credit.**MUP 151 INTERMEDIATE GHANAIAN DANCE**

Addy

Content: Increasing understanding and skills taught in Music Performance 150. Fee.*Prerequisite and/or restriction:* Music Performance 150.*Taught:* Annually, 1 semester credit.**MUP 165-196, 370-392 PRIVATE LESSONS**

Staff

Content: All instruments, voice, composition. Fee.*Prerequisite and/or restriction:* 300 level requires consent of instructor.*Taught:* Each semester, 1 semester credit.**MUP 215 CHAMBER MUSIC: CLASSICAL**

de León, Staff

Content: Small, select groups such as string quartets, piano trios, duos, wind quintets. Weekly coaching plus two hours of outside rehearsal required as preparation for performance. Creativity encouraged through experimentation with unusual combinations of instruments, or the use of electronic media.*Prerequisite and/or restriction:* Consent of instructor.*Taught:* Each semester, 1 semester credit.**MUP 232 KEYBOARD SKILLS**

Biel

Content: Practical keyboard skills in the form of scales, arpeggios, chord progressions, sight-reading, transposition, melody harmonization. Fee.*Prerequisite and/or restriction:* Consent of instructor.*Taught:* Each semester, 1 semester credit.**MUP 236 WEST AFRICAN RHYTHMS: INTERMEDIATE**

Addy

Content: Continued study of rhythms and performance techniques of West Africa. Fee.*Prerequisite and/or restriction:* Music Performance 136.*Taught:* Each semester, 1 semester credit.

MUP 293 ACCOMPANYING

Thompson

Content: Basic accompanying and rehearsal techniques. Assignments include repertoire requested by vocal and instrumental instructors who want accompanists. Soloists rehearse in class with enrolled accompanists. Preparation for choral and stage accompanying.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1 semester credit.

MUP 393 VOCAL COACHING

McBerry

Content: Texts, lyric diction, different musical styles. Coaching sessions covering arias and art songs assigned individually.

Prerequisite and/or restriction: Private college-level voice study.

Taught: Each semester, 1 semester credit.

Overseas and Off-Campus Programs

DIRECTOR: LARRY A. MEYERS

As a liberal arts college committed to international education, Lewis & Clark offers an extensive program of overseas and off-campus study opportunities. Each year roughly 280 students participate in more than 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 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. Program information and applications are available on the Overseas and Off-Campus Programs website.

Students may not receive transfer credit for an overseas program not sponsored by Lewis & Clark that occurs at the same place and time as a Lewis & Clark overseas program.

TYPES OF PROGRAMS

Overseas and off-campus programs vary considerably in form and content. However, 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.

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, Ghana, Greece, India, Italy, Japan, Morocco, New Zealand, Russia, Scotland, 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); 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 theatre; and in Washington, D.C., to study the U.S. government and economy.

ELIGIBILITY

All students in good academic standing 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 on the program is determined by examination of academic preparation and by personal interview. If accepted and in order to participate on the program, a student must remain in good academic standing during the period between acceptance and program departure. Students on academic or disciplinary warning or probation may apply for participation but must be off probation or warning by the end of the semester preceding program departure. Students are advised that some programs have specific prerequisites and a higher minimum GPA for eligibility.

CREDIT

Students on all programs may earn a total of 16 semester credits per 14-week program, the amount deemed necessary to make normal progress toward an undergraduate degree. Since curricular offerings vary with the program location and academic focus, students should consider their need to fulfill major or General Education requirements in close consultation with their academic/major advisor before applying for an off-campus program.

PROGRAM FEE

Students participating in off-campus study programs are charged a comprehensive fee, which covers round-trip travel, room and board, field trips, excursions, mandatory health insurance, and tuition and instruction. Not included are books, inoculations, passports, visas, International Student Identity Cards (ISICs), and incidental expenses. Round-trip travel is not included for domestic off-campus programs. Financial aid and Federal Direct Loans may be applied to the comprehensive fee. Please refer to the Overseas and Off-Campus Program Fee section in General Information for the current comprehensive fee.

APPLICATION AND SELECTION

Students apply for overseas programs by completing an application, which includes information regarding academic preparation, program objectives, a self-evaluation, release and agreement forms, and personal and academic references.

Applicants are interviewed by the program leader or director. Final decisions regarding selection are made by the Office of Overseas and Off-Campus Programs.

Normally students apply one year in advance and a maximum of 25 students are selected for most programs. The application deadline for fall semester programs is late October of the academic year preceding the program. The application deadline for spring semester 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 Release and Agreement for complete details of the policies in force once a student has been accepted to an overseas or off-campus program.

SCHEDULED PROGRAMS

As of publication time for this catalog, the following overseas and off-campus study programs are planned.

2011-12

Language-intensive: Chile: Santiago/Valparaíso, China: Beijing/Harbin, Dominican Republic: Santo Domingo, France: Nancy/Strasbourg, Germany: Munich, Japan: Osaka, Russia: St. Petersburg/Vladivostok, Senegal: Dakar, Spain: Alicante.

Fall semester general culture: China: Chengdu, East Africa: Kenya/Tanzania, France: Strasbourg, Greece: Regional Area Study, India: Regional Area Study, Japan: Sapporo, Russia: St. Petersburg.

Fall semester domestic: New York City.

Spring semester general culture: Australia: Regional Area Study, Cuba: Regional Area Study, Ecuador: Cuenca, England: London, France: Strasbourg, New Zealand: Regional Area Study, Russia: St. Petersburg, Vietnam, and one program to be announced.

Spring semester domestic: Arizona: Phoenix.

Summer semester: Ecuador, Ghana.

2012-13

Language-intensive: Chile: Santiago/Valparaíso, China: Beijing/Harbin, Dominican Republic: Santo Domingo, France: Nancy/Strasbourg, Germany:

Munich, Japan: Osaka, Russia: St. Petersburg/Vladivostok, Senegal: Dakar, Spain: León.

Fall semester general culture: China: Chengdu, Dominican Republic: Santiago, East Africa: Kenya/Tanzania, France: Strasbourg, Japan: Sapporo, Russia: St. Petersburg, Scotland: Regional Area Study.

Fall semester domestic: New York City, Washington, D.C.

Spring semester general culture: Australia: Regional Area Study, Dominican Republic: Santiago, Ecuador: Cuenca, England: London, France: Strasbourg, Italy: Siena, Morocco: Regional Area Study, Russia: St. Petersburg, Spain: Seville.

Spring semester domestic: Arizona: Phoenix.

Summer semester: Australia, Ecuador, Ghana

2013-14

Language-intensive: Chile: Santiago/Valparaíso, China: Beijing/Harbin, Dominican Republic: Santo Domingo, France: Nancy/Strasbourg, Germany: Munich, Japan: Osaka, Russia: St. Petersburg/Vladivostok, Senegal: Dakar, Spain: León.

Fall semester general culture: China: Chengdu, East Africa: Kenya/Tanzania, France: Strasbourg, Greece: Regional Area Study, India: Regional Area Study, Japan: Sapporo, Russia: St. Petersburg.

Fall semester domestic: New York City.

Spring semester general culture: Australia: Regional Area Study, Cuba: Regional Area Study, Ecuador: Cuenca, England: London, France: Strasbourg, New Zealand: Regional Area Study, Russia: St. Petersburg, Vietnam, and one program to be announced.

Spring semester domestic: Arizona: Phoenix.

Summer semester: Ecuador, Ghana.

Philosophy

CHAIR: NICHOLAS D. SMITH

Philosophy is the critical examination of our most fundamental ideas about ourselves and the world. What is the nature and purpose of human life? How should we treat each other? What kind of society is best? What is our relation to nature? As individuals and as a culture, we have beliefs about these questions even if we don't talk about them. Our beliefs about them influence the way we live, personally and socially. Philosophy tries to make these beliefs evident and open to reconsideration, hoping thereby to improve human life and the chances for survival of all life on this planet.

To further those goals, philosophers often attempt to clarify and examine the basic assumptions and methods of other disciplines. Religion, the natural and social sciences, business, economics, literature, art, and education are examples of fields of study about which philosophical questions can be raised.

THE MAJOR PROGRAM

Students major in philosophy for many reasons, and the requirements are flexible enough to accommodate different kinds of interests in philosophy. Most majors are interested in philosophical questions for personal reasons—because they wish to explore questions about what is real and what is valuable, or questions about political ideals, in order to make sense of their lives. Some majors, however, hope to pursue philosophy as a profession. This means preparing for graduate work. Because of the many connections between philosophy and other disciplines, students often make philosophy part of a double major, combining it with areas such as political science, biology, psychology, religious studies, English, or economics. Philosophy is an excellent preparation for further study

in almost any field. In fact, philosophy majors' scores on the GRE and LSAT are among the highest of any major.

The Philosophical Studies Program of 400-level courses is determined by the developing interests of the faculty and is responsive to student interests. These courses enable juniors and seniors to do more advanced work in seminar settings in which students contribute significantly to the work of the class. The topics include the study of major thinkers of the past and present and of philosophical fields, problems, and methods.

Every semester the department offers a series of colloquia in which students can hear and discuss papers of visiting philosophers, philosophy faculty, faculty from other departments at Lewis & Clark, and fellow philosophy students.

Students interested in majoring or minoring in philosophy should consult as soon as possible with a member of the department and work closely with a faculty advisor to plan a program. Those interested in graduate school should make a special effort to become familiar with traditional questions, philosophical themes, and major figures and movements.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows: 101.

- 102 or 103.
- Any 200-level philosophy course except 250.
- 250.
- Two courses from the history of philosophy sequence, 301-307.
- Two courses from the themes in philosophy sequence, 310-315.
- Two philosophical studies (400-level) courses.

MINOR REQUIREMENTS

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

- Philosophy 101.
- Any 100-level or 200-level philosophy course except 101 and 250.
- 250.
- Two courses from the history of philosophy sequence, 301-307.
- One course from the themes in philosophy sequence, 310-315.
- One philosophical studies (400-level) course.

HONORS

Students who are interested in graduating with honors in philosophy should consult with the department early in the fall semester of their junior year. Candidates who are accepted into the program spend one semester of the senior year writing a thesis on a basic issue in philosophy. A review committee, consisting of three members of the department and any other faculty member who may be involved, will read the final work and reach a final decision on its merit. Honors will be awarded only by the unanimous vote of the three members of the review committee from the Department of Philosophy. Students earn 4 semester credits for honors work.

RESOURCES FOR NONMAJORS

Because philosophy is a basic part of the liberal arts, every well-educated person should have studied it. All courses in philosophy are open to nonmajors, and very few have extensive prerequisites. However, some advanced courses may be of greater benefit to students who have done previous work in the department.

Students majoring in other disciplines will find courses that probe the philosophical foundations of their major areas of study. These are courses pertaining to mathematics, biology, psychology, arts, politics, social theory, and the relations between science and religion.

The 100- and 200-level courses are all introductory courses designed for students beginning the study of philosophy. The 100-level entry-point courses introduce students to philosophy through its main issues, those concerning good reasoning, values, reality, and knowledge. The 200-level entry-point courses introduce students to philosophy through the consideration of philosophical questions about major human concerns that arise in religion, science, art and literature, and law. The 300-level courses in the history of philosophy demand substantial reading and are open to anyone who has taken one of the introductory courses. The 300-level courses in the themes in philosophy sequence build on students' previous work in the history of philosophy and in introductory courses and introduce them to current work in metaphysics, epistemology, philosophy of language, philosophy of mind, ethical theory, and the philosophy of science. The 400-level Philosophical Studies Program courses undertake more advanced study of great philosophers, past and present, and of philosophical fields, problems, and methods.

FACULTY

Rebecca Copenhaver, associate professor. Early modern philosophy, philosophy of mind, ethics.

J.M. Fritzman, associate professor. 19th- and 20th-century continental philosophy, ethics, feminist theory, social and political philosophy.

Joel A. Martinez, assistant professor. Ethical theory, normative ethics, ancient philosophy, logic.

Jay Odenbaugh, associate professor. Ethics, philosophy and the environment, philosophy of science, metaphysics, logic.

Nicholas D. Smith, James F. Miller Professor of Humanities. Ancient Greek philosophy and literature, epistemology, philosophy of religion, ethics.

PHIL 101 LOGIC

Martinez, Odenbaugh

Content: Analyses of arguments with an emphasis on formal analysis.

Propositional and predicate calculus, deductive techniques, and translation into symbolic notation.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

PHIL 102 INTRODUCTION TO PHILOSOPHY

Copenhaver, Fritzman, Martinez, Odenbaugh, Smith

Content: Introduction to problems and fields of philosophy through the study of major philosophers' works and other philosophical texts. Specific content varies with instructor.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

PHIL 103 ETHICS

Copenhaver, Fritzman, Martinez, Odenbaugh

Content: Fundamental issues in moral philosophy and their application to contemporary life.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

PHIL 201 PHILOSOPHY OF RELIGION

Martinez, Odenbaugh, Smith

Content: Issues in classical and contemporary philosophical examinations of religion such as arguments for the existence of God, religious experience, religious faith, the problem of evil.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

PHIL 203 PHILOSOPHY OF ART AND BEAUTY

Fritzman

Content: Theorizing about art. Puzzles in art that suggest the need to theorize; traditional discussions of art in Plato and Aristotle and critiques of them (Hume, Kant, Nietzsche, Collingwood); critical perspectives on these discussions (Danto). Specific discussions of individual arts: literature, drama, film, music, dance, the plastic arts.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

PHIL 207 INDIAN PHILOSOPHY

Fritzman

Content: Survey of India's classical philosophies, as well as introductions to the Vedas, the Upanishads, Carvaka, Jainism, Buddhism, and recent Indian philosophers.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

PHIL 214 PHILOSOPHY OF LAW

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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

PHIL 215 PHILOSOPHY AND THE ENVIRONMENT

Odenbaugh

Content: Investigation of philosophical questions about our relationship to the environment. Topics include the value of individual organisms, species, ecosystems; the concepts of wildness and wilderness; and the relationship between ecological science and environmental policy.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

PHIL 250 PHILOSOPHICAL METHODS

Copenhaver, Martinez, Odenbaugh

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.

Prerequisite and/or restriction: Philosophy 101.

Taught: Annually, 4 semester credits.

PHIL 301 ANCIENT WESTERN PHILOSOPHY

Martinez, Smith

Content: The birth of philosophy against the background of mythic thought; its development from Socrates to the mature systems of Plato and Aristotle; their continuation and transformation in examples of Hellenistic thought.

Prerequisite and/or restriction: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

PHIL 302 EARLY MODERN PHILOSOPHY

Copenhaver

Content: Development of modern ideas in the historical context of 17th- and 18th-century Europe: reason, mind, perception, nature, the individual, scientific knowledge. Reading, discussing, and writing about the works of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Reid, Kant.

Prerequisite and/or restriction: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

PHIL 303 19TH-CENTURY PHILOSOPHY

Fritzman

Content: German Idealism: Kant, Fichte, Schelling, Hegel, as well as the reactions of philosophers such as Kierkegaard, Schopenhauer, Marx, Nietzsche.

Prerequisite and/or restriction: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

PHIL 307 RECENT CONTINENTAL PHILOSOPHY

Fritzman

Content: Key movements such as psychoanalysis, phenomenology, hermeneutics and existentialism, structuralism, Marxism, poststructuralism and deconstruction, critical theory.

Prerequisite and/or restriction: Any 100- or 200-level philosophy course or consent of instructor.

Taught: Alternate years, 4 semester credits.

PHIL 310 METAPHYSICS

Copenhaver, Odenbaugh

Content: Reductionism, emergence and supervenience, personal identity, freedom and determinism, causality, the ontological status of moral properties, realism and antirealism, the nature of mind and representations.

Prerequisite and/or restriction: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

PHIL 311 EPISTEMOLOGY

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.

Prerequisite and/or restriction: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

PHIL 312 PHILOSOPHY OF LANGUAGE

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.

Prerequisite and/or restriction: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

PHIL 313 PHILOSOPHY OF MIND

Copenhaver

Content: The mind-body problem, mental causation, consciousness, intentionality, the content of experience, internalism and externalism about content, perception.

Prerequisite and/or restriction: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

PHIL 314 ETHICAL THEORY

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.

Prerequisite and/or restriction: Philosophy 102 or 103, 250; or consent of the instructor.

Taught: Alternate years, 4 semester credits.

PHIL 315 PHILOSOPHY OF SCIENCE

Odenbaugh

Content: Issues concerning scientific knowledge and its epistemological and ontological implications from the perspective of history and practice of the natural sciences, such as explanation, testing, observation and theory, scientific change and progress, scientific realism, instrumentalism.

Prerequisite and/or restriction: Philosophy 101 and 250. Philosophy 102 or one course in the history of philosophy sequence (301-307) recommended.

Taught: Alternate years, 4 semester credits.

Philosophical Studies

The Philosophical Studies Program consists of advanced courses concerning great philosophers past and present, central problems, major fields of philosophy, and/or philosophical methods. Course content is determined from year to year by the faculty with student input. These courses may be taken more than once for credit unless on same specific topic. Consult the course listing for current offerings.

PHIL 451 PHILOSOPHICAL STUDIES: HISTORY OF PHILOSOPHY

Copenhaver, Fritzman, Martinez, Smith

Content: Advanced study of movements and philosophers discussed in 300-level history of philosophy courses.

Prerequisite and/or restriction: Philosophy 101, 250, and one 300-level course, or consent of instructor.

Taught: Annually, 4 semester credits. May be taken more than once for credit if on different topics.

PHIL 452 PHILOSOPHICAL STUDIES: TOPICS IN VALUE THEORY

Martinez, Odenbaugh, Smith

Content: Advanced study of classical and current philosophical issues and problems in value theory, including the philosophy of art and beauty, ethics and morality, philosophy of religion, social and political thought, and the philosophy of law.

Prerequisite and/or restriction: Philosophy 101, 250, and one 300-level course, or consent of instructor.

Taught: Annually, 4 semester credits. May be taken more than once for credit if on different topics.

PHIL 453 PHILOSOPHICAL STUDIES: ADVANCED THEMES IN PHILOSOPHY

Copenhagen, Fritzman, Martinez, Odenbaugh, Smith

Content: Advanced study of topics covered in 300-level themes in philosophy courses, in areas other than value theory.

Prerequisite and/or restriction: Philosophy 101, 250, and one 300-level course, or consent of instructor.

Taught: Annually, 4 semester credits. May be taken more than once for credit if on different topics.

Physical Education and Athletics

DIRECTOR: CLARK S. YEAGER

Physical education and physical fitness are important aspects of a curriculum that stresses the physical, mental, and social dimensions of the human experience. Integral to a liberal arts education is a recognition of the importance of health and fitness. Therefore, Lewis & Clark offers a comprehensive physical activity program that emphasizes physical fitness and the acquisition of skills and knowledge for lifelong activities.

GRADUATION REQUIREMENT

Students are required to take two physical education/activity courses as a General Education requirement. Physical education and athletics courses that meet this requirement may be numbered 101, 102, 141, or 142. Students may register for only one 101 course per semester. Up to four credits earned for 101, 102, 141, and 142 may be applied toward total credits required for graduation.

FACILITIES

Pamplin Sports Center and Zehntbauer Swimming Pavilion are the major indoor health and fitness facilities on campus. They house an eight-lane swimming pool, a gymnasium with three basketball courts, an extensive fitness center, and an activity room for self-defense, martial arts, and aerobics classes. Locker rooms are available for people participating in classes, recreation, and athletic events. Griswold Stadium, Fred Wilson Field, and Eldon Fix Track feature a lighted, state-of-the-art track and synthetic playing field. The campus has six tennis courts—three outdoor courts, and three covered by a heated dome. Other facilities include the Huston softball-baseball complex and an outdoor pool, open during the summer.

Lewis & Clark also has waterfront docks and storage for sailing and rowing on the Willamette River.

STAFF

Monica Baker, associate director for athletic development.

Tara Boatman, assistant athletic trainer.

Michael Charles, instructor, head men's and women's golf coach.

Meg Coryell, business manager.

Chris Fantz, instructor, head swimming coach, aquatics director.

Shawna Feldt, instructor, head softball coach.

David Fix, instructor, head men's and women's track and field coach, assistant cross country coach.

Tom Flynn, instructor, head baseball coach.

Dinari Foreman, director of intramurals, associate head men's basketball coach.

Juli Fuls, instructor, head women's basketball coach.

Robert Gaillard, instructor, head men's basketball coach.

Steve Golas, instructor, head women's soccer coach.

Tim Jacobs, instructor, assistant football coach.

Lori Jepsen, instructor, head volleyball coach.

Jeremy Loew, instructor, assistant athletic trainer.

Phil Magbanua, assistant football coach, assistant track and field coach.

Kristian Martin, assistant director of athletics for information and communication.

Judy McMullen, senior associate director of physical education and athletics for academic support.

Mark Minty, assistant director of athletics for facilities.

Mark Pietrok, instructor, senior assistant director of physical education and athletics for sports medicine.

Sharon Sexton, associate director of physical education and athletics, senior woman administrator.

Chris Sulages, instructor, head football coach.

Sam Taylor, instructor, head men's and women's rowing coach.

Gundars Tilmanis, instructor, head men's and women's tennis coach.

Keith Woodard, instructor, head cross country coach, assistant track and field coach.

PE/A 101 ACTIVITIES

Staff

Content: Options may include aerobics, step aerobics, badminton, ballroom dancing, baseball, basketball, bowling, cycling, deep-water running, fitness walking, flag football, fly-fishing, golf, hula dancing, indoor cycling, jogging, lifeguard training, cross training/core conditioning, outdoor adventures, Pilates, poekoelan, rock climbing/bouldering, rowing, sailing, scuba diving, skiing/snowboarding, soccer, softball, strength and conditioning, swim fitness, swimming, tae kwon do/hapki do, tennis, volleyball, weight training, women's self-defense, yoga. Focus on safe techniques, conditioning activities, principles of movement, importance of lifetime fitness. Student participation and attendance emphasized. Off-campus activities may require a student to secure his or her own transportation to the site. Fees for some activities; check individual course descriptions at www.lcpioneers.com for most current details.

Prerequisite and/or restriction: Check individual course descriptions.

Taught: Annually (many activities offered each semester), 1 semester credit, credit-no credit.

PE/A 102 VARSITY ATHLETICS

Staff

Content, fall semester varsity sports: Volleyball (W), football (M), cross country (M and W), soccer (W).

Content, spring semester varsity sports: Swimming (M and W), basketball (M and W), tennis (M and W), indoor and outdoor track and field (M and W), softball (W), baseball (M), golf (M and W), crew (M and W).

Prerequisite and/or restriction: Consent of instructor.

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

PE/A 141 WILDERNESS FIRST RESPONDER

Yuska (College Outdoors)

Content: Problem-solving skills for responding to medical emergencies in the wilderness: medical knowledge, resource assessment, team management. Exceeds requirements for National First Responder Curriculum. Fee (amount determined annually).

Prerequisite and/or restriction: Consent of instructor prior to registration.

Taught: Annually, during semester break in January, 1 semester credit, credit-no credit.

PE/A 142 WILDERNESS LEADERSHIP

Yuska (College Outdoors)

Content: Leadership, followership, and decision making in a wilderness environment. Five class meetings and extensive outdoor field experience offering opportunities to develop and test interpersonal and technical skills. Fee (amount determined annually).

Prerequisite and/or restriction: Consent of instructor prior to registration.

Taught: Annually during spring semester, plus a one- to two-week field course in May, 1 semester credit, credit-no credit.

PE/A 340 PREVENTION AND CARE OF INJURIES

Pietrok

Content: Introduction to athletic training, scientific background for conditioning, influence of factors on performance, psychogenic factors in sports, modalities, injury recognition, first aid techniques, protective equipment.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

PE/A 405 ADVANCED ATHLETIC TRAINING

Pietrok

Content: Application of scientific foundations, use of therapeutic modalities, evaluative techniques, manufacturing of protective equipment and strapping, clinical experience.

Prerequisite and/or restriction: Consent of instructor.

Taught: Every third year, 4 semester credits.

PE/A 444 PRACTICUM

Staff

Content: Independent project developed under the direction of a faculty member.

Prerequisite and/or restriction: Consent of instructor and department director.

Taught: Annually, 1-4 semester credits.

PE/A 499 INDEPENDENT STUDY

Staff

Content: Independent topic developed and researched under the direction of a faculty member.

Prerequisite and/or restriction: Consent of instructor and department director.

Taught: Annually, 1-4 semester credits.

Physics

CHAIR: MICHAEL BROIDE

Physics is the inquiry into the structure and organization of the universe. It is the study of forces and matter, of motion, of cause and effect, and of the intrinsic properties of space and time. It seeks to comprehend the essences of these things at the deepest level, and to use them to synthesize models of complex phenomena. The accomplishments of physics stand out among the highest achievements of human intellect and imagination, and as the discipline continues to evolve, the mysteries with which it deals are ever more intriguing. For a person planning a career in any field, a physics course is an ideal component of a liberal arts education. For one who seeks a career as a physicist, the breadth acquired in a liberal arts education augments and enhances the special training that physics requires.

The Department of Physics offers a complete program for students planning careers in physics, astronomy, or engineering, including a thorough preparation for graduate school or for professional engineering school. (For additional

information on engineering, see the Engineering listing in this catalog.) The program is also well suited for those who plan careers in science education or in the health sciences. Special courses for students not planning a science career introduce them to the basic concepts underlying modern scientific thought.

The physics faculty have diverse interests and expertise, are active in research, and engage students in their research activities. The department is particularly active in the areas of biophysics, astrophysics, and nonlinear dynamics. Laboratory and desk space are available for majors. The faculty strive to maintain an atmosphere of creative inquiry and informal interaction with students, and to provide an environment that stimulates students to learn from each other. Physics majors maintain an active chapter of the Society of Physics Students (SPS) and sponsor campus events through the Physics Club.

THE MAJOR PROGRAM

The introductory program serves students already committed to rigorous training for a professional career in physics, as well as those who are still testing their interest in physics or engineering as a profession.

The physics curriculum is highly sequential; all students contemplating the major should seek the advice of a physics faculty member as soon as possible. Transfer students and those who declare the major after the first year should consult the department chair for guidance. Upon consultation with faculty, the complete course program for a physics major can be adapted to match the goals of each student, including opportunities to participate in overseas study programs.

MAJOR REQUIREMENTS

A minimum of 38 semester credits in physics, plus courses in mathematics, distributed as follows:

- 151*, 152, 251, and 252.
- Mathematics 131 and 132.
- Mathematics 225, 233, and 235.
- 201 or 202 (taking both is strongly recommended).
- 300, 321, 331, and 451.
- One course (2 semester credits) chosen from 400, 490, and 491.

All majors beyond the first year are expected to attend the physics colloquium. Computer Science 171, Mathematics 215 and 255, and two semesters of biology and/or chemistry are recommended for all majors. Majors planning to do graduate work should also take 332, 421, and 452, as well as Mathematics 345 and 365.

MINOR REQUIREMENTS

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

- 151*, 152, 251, and 252.
- One course selected from 321, 331, and 451.
- 201 or 202.

HONORS

Physics majors in their junior year are invited to take part in the department's honors program, during the semester they are scheduled to have completed 96 semester credits, provided they have a GPA of 3.500 overall and 3.500 for all physics courses taken at Lewis & Clark. Before the end of the semester of invitation, the student selects a faculty member to supervise the research. The approved research program is completed during the senior year, and the student receives 4 semester credits in Physics 491 (Honors Research) for each of the two semesters required to carry out the research. Credit in Physics 491 may be

*With consent of the department, Physics 141 may be substituted for 151.

applied to the laboratory requirement of the physics major program. The designation of honors in physics requires approval of at least three-quarters of the physics faculty.

RESOURCES FOR NONMAJORS

The department regularly offers courses geared for students majoring in disciplines outside of the mathematical and natural sciences division. These courses include Astronomy (Physics 105) and Great Ideas in Physics (110), both of which fulfill General Education requirements in mathematical and quantitative reasoning (Category B). For students in other science departments, several other courses are valuable.

It is also possible for students majoring in other disciplines to gain a broad introduction to physics by taking an introductory sequence. Introductory General Physics I and II cover classical and modern physics in one year, and utilize elementary calculus. Physics I, II, III, and IV are also calculus-based and provide a two-year introduction to physics.

Chemistry, mathematics, and biology majors planning graduate study may need to take additional physics courses beyond the introductory sequence.

FACILITIES

The Olin Center for Physics and Chemistry has more than 40,000 square feet of classroom, laboratory, library, and study space. Facilities and equipment used by the physics department include the following:

Research astronomical observatory

Stellar photometry research laboratory

Lecture-demonstration theatre

Extensive faculty research space

Professionally staffed electronic and machine shops

Special laboratories for spectroscopy, optics and holography, modern physics, phase transition studies in liquids, biophysics using state-of-the-art optical microscopy

Advanced physics laboratory for ongoing student projects

Student-faculty research laboratories and conference room

FACULTY

Michael L. Broide, associate professor. Physics of colloids and macromolecules. Phase transitions, aggregation, pattern formation; light scattering and optical instrumentation; membrane biophysics.

Bethe A. Scalett, professor. Fluorescence microscopy, biophysics, optics, thermodynamics, quantum mechanics.

Herschel B. Snodgrass, professor. Astrophysics, theoretical physics, physics of the sun.

Stephen L. Tufte, associate professor. Astrophysics, experimental physics, optics.

PHYS 105 ASTRONOMY

Tufte, Staff

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.

Prerequisite and/or restriction: Mathematics 055 or equivalent. Mathematics proficiency should be sufficient for entry into precalculus.

Taught: Each semester, 4 semester credits.

PHYS 110 GREAT IDEAS IN PHYSICS

Broide, Scalettar

Content: For nonmajors. Essential concepts used to describe and understand the physical universe. Conservation of energy, second law of thermodynamics, entropy, theory of relativity, wave-particle duality of matter.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Annually, 4 semester credits.

PHYS 114 THE ORIGINS OF LIFE IN THE UNIVERSE

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 Biology 114, Chemistry 114, and Geology 114. Not applicable toward any major.

Prerequisite and/or restriction: Mathematics 055 or equivalent.

Taught: Alternate years, 4 semester credits.

PHYS 141 INTRODUCTORY GENERAL PHYSICS I

Staff

Content: First semester of a rigorous one-year introductory physics course aimed at life science and chemistry majors. Kinematics, vectors, force, statics, work, energy, linear and angular momentum, oscillations, fluids. Students may not earn credit for both Physics 141 and 151.

Prerequisite and/or restriction: Mathematics 131 (may be taken concurrently).

Coregistration in Physics 171 Laboratory.

Taught: Annually, 5 semester credits.

PHYS 142 INTRODUCTORY GENERAL PHYSICS II

Staff

Content: Second semester of a rigorous one-year introductory physics course aimed at life science and chemistry majors. Electrostatics, magnetism, induced currents and fields, electrical circuits, wave motion and sound, light, optics, wave properties of matter, atomic physics, nuclear physics. Students may not earn credit for both Physics 142 and 152.

Prerequisite and/or restriction: Physics 141 or 151. Mathematics 131.

Coregistration in Physics 172 Laboratory.

Taught: Annually, 5 semester credits.

PHYS 151 PHYSICS I: MOTION

Broide

Content: The concepts and techniques required to measure, describe, and predict the motion of objects. Kinematics; description of motion in one, two, and three dimensions. Dynamics; causes of motion, including Newton's laws of motion. Momentum, work, energy, equilibrium, gravity, rotational motion. Special relativity. Students may not earn credit for both Physics 141 and 151.

Prerequisite and/or restriction: Mathematics 131 (may be taken concurrently).

Coregistration in Physics 171 Laboratory.

Taught: Annually, 5 semester credits.

PHYS 152 PHYSICS II: WAVES AND MATTER

Snodgrass

Content: Oscillating phenomena in nature and the building blocks of matter. Masses on springs, pendula, waves on strings, sound waves, light waves. Optics including the action of lenses, examples of diffraction, interference. Wave-particle duality of light and the electron. Quantum mechanics, behavior of electrons in atoms, atoms in molecules, protons and neutrons in nuclei, quarks in protons and neutrons. Students may not earn credit for both Physics 142 and 152.

Prerequisite and/or restriction: Physics 141 or 151. Mathematics 132 (may be taken concurrently). Coregistration in Physics 172 Laboratory.

Taught: Annually, 5 semester credits.

PHYS 171, 172 PHYSICS LABORATORY

Scalettar, Snodgrass, Tuft

Content: Laboratory study of topics including kinematics, dynamics, waves, optics, modern physics. Physics 171 to be taken with Physics 141 or 151. Physics 172 to be taken with Physics 142 or 152.

PHYS 201 EXPERIMENTAL METHODS IN THE PHYSICAL SCIENCES

Tuft

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

Prerequisite and/or restriction: Physics 141 or 151 or consent of instructor.

Corequisite: Physics 142 or 152 or consent of instructor.

Taught: Annually, 4 semester credits.

PHYS 202 METHODS OF THEORETICAL PHYSICS

Snodgrass

Content: Introduction to and development of mathematical tools needed for upper-level physics courses. Vector spaces and introduction to Dirac notation: concepts of linear dependence, normalization, orthogonality, and dimension. Three-dimensional vectors and vector calculus, study of partial derivatives, vector valued functions, coordinate transformations, and curvilinear coordinate systems. The Dirac delta function. Abstract vectors and vector-space analysis of function theory, including an introduction to complex variables and Hilbert Spaces. Eigenvectors, eigenvalues, orthogonal polynomials, orthogonal functions, and Fourier analysis. Methods for solutions of the partial differential equations of elementary field theories.

Prerequisite and/or restriction: Physics 152. Mathematics 132.

Taught: Annually, 4 semester credits.

PHYS 205 DEEP SPACE ASTRONOMY

Snodgrass

Content: Introduction to cosmology. Cosmological models throughout history. Interplay between observations and basic principles: looking out in space and back in time. Development of modern cosmology from Newton through Einstein, including the theories of special and general relativity. Properties

of light and gravitation, stars, stellar evolution, black holes, galaxies, and the large-scale structure of the universe. Present-day observations and models: Hubble space telescope, big bang, microwave background radiation, and cosmological red shift. In-depth discussion of the standard (Einstein-DeSitter) model. The ultimate fate of the universe. For majors and nonmajors.

Prerequisite and/or restriction: Physics 105, 110, 141 or 151, or consent of instructor. Prior introductory physics or astronomy. Comfort with mathematics at the level of elementary functions is requested.

Taught: Alternate years, 4 semester credits.

PHYS 251 PHYSICS III: ELECTROMAGNETISM

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.

Prerequisite and/or restriction: Physics 151. Mathematics 233 or Physics 202 (may be taken concurrently).

Taught: Annually, 4 semester credits.

PHYS 252 PHYSICS IV: THERMODYNAMICS AND STATISTICAL MECHANICS

Broide, Snodgrass

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.

Prerequisite and/or restriction: Physics 152.

Taught: Annually, 4 semester credits.

PHYS 300 ADVANCED LAB AND COLLOQUIUM

Broide, Tufte

Content: Experiments of a significant historical nature or emphasizing important laboratory techniques. Students design and conduct two experiments per semester. Attendance at weekly physics colloquium required.

Prerequisite and/or restriction: Physics 201 or 202 or consent of instructor.

Taught: Each semester, 2 semester credits.

PHYS 321 QUANTUM PHYSICS I

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.

Prerequisite and/or restriction: Mathematics 225 and 235. Physics 152.

Taught: Annually, 4 semester credits.

PHYS 331 ADVANCED ELECTRICITY AND MAGNETISM I

Staff

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.

Prerequisite and/or restriction: Physics 202 or Mathematics 233. Physics 251. Mathematics 235.

Taught: Annually, 4 semester credits.

PHYS 332 ADVANCED ELECTRICITY AND MAGNETISM II

Snodgrass

Content: Mathematical theory of static and dynamic electromagnetic fields, including electromagnetic fields in matter. The contribution of induced charges and currents to the electric and magnetic fields in matter. The prediction of electromagnetic waves from Maxwell's equations. The propagation of these waves in vacuum, bulk matter, and waveguides. The radiation of accelerated charges.

Prerequisite and/or restriction: Physics 331.

Taught: alternate years, 4 semester credits.

PHYS 380 TOPICS IN PHYSICS

Staff

Content: Application of physics concepts and techniques to the understanding of specific systems. Topic chosen from the following: astrophysics, atomic physics, molecular spectroscopy, solid state physics, optics, fluids, particle physics, cosmology.

Prerequisite and/or restriction: Physics 252 or consent of instructor.

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

PHYS 400 ADVANCED LAB AND COLLOQUIUM

Broide, Tufte

Content: Experiments of a significant historical nature or emphasizing important laboratory techniques. Students design and conduct two experiments per semester. Attendance at weekly physics colloquium required.

Prerequisite and/or restriction: Physics 300.

Taught: Each semester, 2 semester credits.

PHYS 421 QUANTUM PHYSICS II

Snodgrass

Content: Continuation of Physics 321. Interactions of electrons with electromagnetic fields, matrices, spin, addition of angular momenta, time-independent perturbation theory, helium spectra, fine structure of atoms, molecules, time-dependent perturbation theory, radiation.

Prerequisite and/or restriction: Physics 321.

Taught: Alternate years, 4 semester credits.

PHYS 451 THEORETICAL DYNAMICS I

Scalettar

Content: Precise mathematical formulations of the idealized physical systems of classical mechanics and the physical interpretation of mathematical solutions. Linear oscillating systems, the two-body problem, rotating and accelerated reference frames, rotation of extended bodies, theory of scattering. Newtonian methods, methods of Lagrange and Hamilton, phase space analysis.

Prerequisite and/or restriction: Mathematics 235. Physics 151.

Taught: Annually, 4 semester credits.

PHYS 452 THEORETICAL DYNAMICS II

Staff

Content: The calculus of variations, Lagrangian and Hamiltonian mechanics, canonical transformations, Poisson brackets, nonlinear dynamics, introduction to the theory of chaos. Development of physics through minimum principles and generalized systems of coordinates, conjugate relationships between positions and momenta, and between energy and time, as these relate to the connections between the classical and quantum mechanical descriptions of the world. Phase-space notion of an attractor, characterization of strange attractors. Time series and dimensional analyses for describing chaotic systems.

Prerequisite and/or restriction: Physics 451.

Taught: Alternate years, 4 semester credits.

PHYS 490 UNDERGRADUATE RESEARCH AND COLLOQUIUM

Staff

Content: Advanced research supervised by a sponsoring faculty member. Students conduct a preliminary literature survey; demonstrate thoughtful planning; and develop a tractable research plan, stating objectives, possible methodology, and realistic time schedule. Attendance at weekly physics colloquium required.

Prerequisite and/or restriction: Physics 201 or 202. Consent of department.

Taught: Annually, 4 semester credits.

PHYS 491 HONORS RESEARCH

Staff

Content: Supervised research toward completing a project and a research-quality paper to qualify for honors in physics on graduation. Students conduct an exhaustive literature search of a research problem, perform an extensive experimental or theoretical investigation, and prepare a comprehensive report of the findings.

Prerequisite and/or restriction: By invitation only.

Taught: Each semester, 4 semester credits.

Political Economy

COORDINATOR: OREN KOSANSKY

The political economy minor embraces one of the world's major interdisciplinary perspectives on human phenomena. This perspective emphasizes the dynamic interaction between, and critical influence of, political and economic forces on individuals, cultures, societies, markets, states, and the global system. The intellectual reach of political economy is illustrated by the fact that the minor includes courses drawn from anthropology, communication, economics, gender studies, history, international affairs, philosophy, political science, sociology, and teacher education.

To earn a minor in political economy, students must complete five courses: two core courses and three electives. The core courses, chosen from economics and international affairs, introduce students to various theories of political economy and examine their application to significant national and international patterns and developments. The elective courses fall into three concentrations: global, national-regional, and social and cultural. Many of these electives go beyond the material bases of power to examine how ideas, culture, discourse, gender, race, and identity can affect and interact with political and economic forces to structure varied social environments. Underlying all these

courses is the premise that power—be it state power, business power, collective power, or individual power—is primarily shaped by, and operates through, political and economic systems.

Potential employers and graduate programs increasingly seek liberal arts majors who have strong analytical skills and knowledge of contemporary events; a political economy minor offers evidence of such preparation. Reflecting the sponsoring faculty's broad array of training and interests, the minor highlights a wide range of topics and applications. Examples include the connections between economic systems and political power in structuring production relations at the shop-floor, national, and international level; the relationship between governments and markets in determining national development; the relationship among gender, race, and class and an individual's position in society; the ways in which environmental issues are shaped by economic institutions; the influence of state power on the global economy; and the role of social movements in promoting economic change.

Students may enhance almost any major through the addition of a minor in political economy. Students interested in the minor are encouraged to take one of the core courses in their sophomore year. Application for admission to the minor is made in consultation with one of the program's sponsoring faculty after the student has successfully completed one of the core courses.

MINOR REQUIREMENTS

A minimum of 20 semester credits (five courses), distributed as follows:

- Two program core courses: International Affairs 340 and Economics 250.
- Three courses chosen from the following list, with no more than two courses taken in any one concentration:

Global concentration: Economics 232, 260, and 430; International Affairs 257, 318, and 341; Sociology/Anthropology 225, 350, and 352.

National-regional concentration: Economics 280 and 295; History 142, 330, and 347; Sociology/Anthropology 281 and 285.

Social and cultural concentration: Gender Studies 440; Political Science 311; Sociology/Anthropology 214, 221, 228, 249, 254, 300, and 340.

SPONSORING FACULTY

Andrew Cortell, associate professor of international affairs.

Robert Goldman, professor of sociology.

Martin Hart-Landsberg, professor of economics.

Oren Kosansky, assistant professor of anthropology.

Bruce M. Podobnik, associate professor of sociology.

Zaher Wahab, professor of education.

Elliott Young, associate professor of history.

Political Science

CHAIR: CURTIS N. JOHNSON

Political scientists examine the theory and practice of government, law, and politics within the history of political ideas and philosophy, as well as within the context of contemporary political practices. They use the tools and methods of the social sciences to seek knowledge of political institutions and processes, and to learn how to think critically about public policies and their consequences. Political scientists attempt to evaluate how behavior (individual, group, and mass) affects political institutions, and how institutions shape and constrain political choices.

Because of their understanding and interest in political systems, students who earn degrees in political science often enter such career fields as government service, law, journalism, politics, public policy analysis, and education.

Knowledge about politics often extends into other spheres, as graduates also pursue careers in medicine, business, and finance.

THE MAJOR PROGRAM

The political science curriculum is organized around five fields: American government, comparative politics, political theory, public law, and methodology. Courses are offered in American government and comparative politics at the introductory and advanced levels. Courses in public law, political theory, and methodology are 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 concentrations:

American Government and Institutions

- 103 U.S. Government: National Politics
- 275 Gender and Politics
- 302 Political Parties and Interest Groups
- 307 Government and the Economy
- 350 Congressional Politics
- 351 Presidential Politics
- 353 The National Policy Process
- 359 Religion and Politics
- 410 Law, Politics, and Society

Comparative Politics

- 102 Introduction to Comparative Politics
- 265 European Politics
- 322 Ethnicity and Nationalism
- 354 Comparative Electoral Politics
- 430 Migration and Integration

Political Theory

- 309 American Political Thought
- 310 Pillars of Western Political Thought: Plato to Machiavelli
- 311 Pillars of Western Political Thought: Hobbes to Foucault
- 313 International Political Theory
- 316 Ethics and Public Policy
- 402 Problems in Political Theory

Public Law

- 301 American Constitutional Law: Equal Protection and Due Process
- 305 American Constitutional Law: Civil Liberties
- 425 Legal Regulation of American Democracy

Methodology and Thesis

201 Research Methods in Political Science

252 Public Opinion and Survey Research

400 Senior Thesis

MAJOR REQUIREMENTS

A minimum of 44 semester credits (11 courses), distributed as follows:

- Five core departmental courses: 102, 103, 201, 301 or 305, and 310 or 311. International Affairs 200 may be substituted for 201.
- One 200-, 300-, or 400-level course in comparative politics or one of the following international affairs courses: 232, 290, or 320.
- One additional 300- or 400-level theory course.
- One 300- or 400-level American government and institutions course.
- One 400-level course: 400, 402, 410, 425, or 430. This course may be used simultaneously to fulfill one of the categories above, in which case students must take another elective at the 300 level or higher in the department to reach 11 courses.
- International Affairs 100.
- Economics 100.

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:

- Core departmental courses: 102, 103, and 310 or 311.
- One course in American government and institutions.
- One course in public law.

HONORS AND SENIOR THESIS

In the spring semester, juniors who have achieved a GPA of 3.0 or higher in the major and overall are invited to apply to the department for placement in Political Science 400, Senior Thesis. Students who fall below a 3.0 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 on graduation.

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 entrees to the field: Comparative Political Systems and U.S. Government: National Politics.

FACULTY

John Holzwarth, assistant professor. Political theory, history of political thought.

Curtis N. Johnson, Dr. Robert B. Pamplin Jr. Professor of Government. Political theory, American government, classical studies, history of political thought.

Todd Lochner, associate professor. American constitutional law, American political systems.

Christopher Wendt, assistant professor. Comparative politics, ethnic politics, European politics, migration, parties and elections.

POLS 102 INTRODUCTION TO COMPARATIVE POLITICS

Wendt

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.
Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

POLS 103 U.S. GOVERNMENT: NATIONAL POLITICS

Lochner

Content: The politics of the founding period; interactions within and among the executive, legislative, and judicial branches; the federal division of institutionalized powers; public opinion, interest groups, and political parties; the policy process in areas such as defense, welfare, civil rights and liberties, international affairs.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

POLS 201 RESEARCH METHODS IN POLITICAL SCIENCE

Wendt

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.

Prerequisite and/or restriction: Political Science 102 or 103. Recommended for sophomores or juniors.

Taught: Annually, 4 semester credits.

POLS 244 PRACTICUM

Staff

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

Prerequisite and/or restriction: Considerable preparation before enrollment.

Consult instructor and obtain the department's instructions about the program well in advance.

Taught: Annually, 2-4 semester credits.

POLS 252 PUBLIC OPINION AND SURVEY RESEARCH

Staff

Content: The role of public opinion in the American political process; the problem of identifying the public and the extent to which this public exercises political authority; techniques of researching public opinion. Political socialization, formation of attitudes, group differences, mass opinion, elite opinion, direct action. Research design, data collection, scaling, analysis, and interpretation of data in the context of research on polling.

Prerequisite and/or restriction: None.

Taught: Every three years, 4 semester credits.

POLS 265 EUROPEAN POLITICS

Wendt

Content: The domestic political development of modern Europe, with a focus on the 19th-21st centuries. Covers the emergence of nation-states, parliamentary democracies, and welfare states; the varied responses to domestic challenges over the past 150 years (from mass unrest and the great depression to globalization and immigration); and the integration of Europe into a "union." Approaches Europe through the lens of individual countries and as "western" and "eastern" subregions.

Prerequisite and/or restriction: Political Science 102.

Taught: Alternate years, 4 semester credits.

POLS 275 GENDER AND POLITICS

Staff

Content: Use of comparative and historical perspective to understand women as political actors. Notions of power, change, participation, politics. The suffrage struggle and the political situation in eastern and western Europe.

Prerequisite and/or restriction: None.

Taught: Every third year, 4 semester credits.

POLS 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 2-4 semester credits.

POLS 301 AMERICAN CONSTITUTIONAL LAW: EQUAL PROTECTION AND DUE PROCESS

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.

Prerequisite and/or restriction: Sophomore standing. Political Science 103.

Taught: Annually, 4 semester credits.

POLS 302 POLITICAL PARTIES AND INTEREST GROUPS

Staff

Content: The structure and functioning of political parties from the local to the national level; organization, staffing, and policy development of parties. Pluralist analysis, group theory, impact of interest group activity on the American political system.

Prerequisite and/or restriction: Political Science 103.

Taught: Every third year, 4 semester credits.

POLS 305 AMERICAN CONSTITUTIONAL LAW: CIVIL LIBERTIES

Lochner

Content: Focus on the First Amendment, particularly free speech (including areas of national security, incitement to lawless action, individual and group defamation, indecency, and obscenity) as well as criminal defendants' rights (including Fourth Amendment search and seizure law, Fifth Amendment rights against self-incrimination, and Eighth Amendment prohibitions against cruel and unusual punishment in the context of the death penalty). Discussions of actual Supreme Court rulings, majority opinions, and dissenting arguments, as well as the political and historical context of those decisions in an effort to understand how and why the Supreme Court has played such an influential role in American politics and political thought.

Prerequisite and/or restriction: Sophomore standing. Political Science 103.

Taught: Annually, 4 semester credits.

POLS 307 GOVERNMENT AND THE ECONOMY

Staff

Content: A framework for analysis of the policy-making process. History, dynamics, and trends of major U.S. economic policies. The scope of American domestic policy; subsidies and aids to business, labor, agriculture, consumers; antitrust policy and the Federal Trade Commission; public utility regulation; natural resources policies; full employment; antipoverty and defense spending.

Prerequisite and/or restriction: Sophomore standing or consent of instructor.

Taught: On Washington, D.C., program, 4 semester credits.

POLS 309 AMERICAN POLITICAL THOUGHT

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.

Prerequisite and/or restriction: Political Science 103 or consent of instructor.

Taught: Alternate years, 4 semester credits.

POLS 310 PILLARS OF WESTERN POLITICAL THOUGHT: PLATO TO MACHIAVELLI

Holzwarth, 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.

Prerequisite and/or restriction: Sophomore standing.

Taught: Annually, 4 semester credits.

POLS 311 PILLARS OF WESTERN POLITICAL THOUGHT: HOBBS TO FOUCAULT

Holzwarth, 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*.

Prerequisite and/or restriction: Sophomore standing.

Taught: Annually, 4 semester credits.

POLS 313 INTERNATIONAL POLITICAL THEORY

Holzwarth

Content: Normative issues in international politics, including such topics as national sovereignty, just war theory, international intervention, human rights, cultural rights, secession and self-determination, the competing ethics of patriotism, nationalism, and cosmopolitanism. Historical approaches through such thinkers as Thucydides, Hobbes, Kant, Mill, followed by contemporary readings, including such authors as Rawls, Walzer, Kymlicka, Rorty, Nussbaum.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

POLS 316 ETHICS AND PUBLIC POLICY

Holzwarth

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.

Prerequisite and/or restriction: Junior standing or consent of instructor.

Taught: Alternate years, 4 semester credits.

POLS 322 ETHNICITY AND NATIONALISM

Wendt

Content: Core concepts and issues of ethnic politics using a comparative perspective. Definitions of ethnicity, how it can be measured, and what separates ethnic and nonethnic identities. Nationalism as a specific form of ethnic identification. Ethnicity as independent and dependent variable. The formation of ethnic and national identification, and the consequences of those identities for political and social stability.

Prerequisite and/or restriction: Political Science 102.

Taught: Alternate years, 4 semester credits.

POLS 350 CONGRESSIONAL POLITICS

Staff

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.

Prerequisite and/or restriction: Sophomore standing or consent of instructor.
Political Science 103 recommended.

Taught: Every third year, 4 semester credits.

POLS 351 PRESIDENTIAL POLITICS

Staff

Content: Constitutional foundations and the unfolding of various concepts of executive power throughout the 19th and 20th centuries. The dynamics of the presidency and the extent to which one person can be held responsible for expanded responsibilities. The organizational models and practices of 20th-century presidents. Other branches of government examined to illuminate the functioning and malfunctioning of the executive branch.

Prerequisite and/or restriction: Sophomore standing or consent of instructor.
Political Science 103 recommended.

Taught: Every third year, 4 semester credits.

POLS 353 THE NATIONAL POLICY PROCESS

Staff

Content: Theoretical foundations of national government and analysis of its congressional, presidential, administrative, and judicial structures. Specific public policies examined to understand the interaction of interest groups, political parties, research institutes, media, and public opinion with these structures.

Prerequisite and/or restriction: Political Science 103 or consent of instructor.

Taught: On Washington, D.C., program, 4 semester credits.

POLS 354 COMPARATIVE ELECTORAL POLITICS

Wendt

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.

Prerequisite and/or restriction: Political Science 102.

Taught: Alternate years, 4 semester credits.

POLS 359 RELIGION AND POLITICS

Staff

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.

Prerequisite and/or restriction: Political Science 103, Religious Studies 101, or consent of instructor.

Taught: Every third year, 4 semester credits.

POLS 400 SENIOR THESIS

Holzwarth, Johnson, Lochner, Wendt

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.

Prerequisite and/or restriction: Political Science 102, 103, and 201. Normally taken during fall and spring semesters of senior year.

Taught: Annually, 2 semester credits each semester for a total of 4 credits.

POLS 402 PROBLEMS IN POLITICAL THEORY

Holzwarth, Johnson

Content: Advanced analysis of a specific problem, theme, or concept intriguing to political theorists. Specific content varies. Themes have included revolution, utopia, the American founding, Nietzsche, identity and self-creation, and the philosophy of history.

Prerequisite and/or restriction: Junior standing; open to sophomores with consent of instructor only.

Taught: Alternate years, 4 semester credits.

POLS 410 LAW, POLITICS, AND SOCIETY

Lochner

Content: The role of law and legal institutions in the American political system. Examination of institutional actors, such as lawyers, judges, and juries, as well as an examination of discrete case studies, such as “mass torts,” environmental litigation, and criminal justice policy. What features define the American legal system; how does this system compare to the legal systems of other countries; what are its respective advantages and disadvantages?

Prerequisite and/or restriction: Political Science 103. Junior or senior standing.

Taught: Alternate years, 4 semester credits.

POLS 425 LEGAL REGULATION OF AMERICAN DEMOCRACY

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.

Prerequisite and/or restriction: Junior standing or consent of instructor. Political Science 301.

Taught: Annually, 4 semester credits.

POLS 430 MIGRATION AND INTEGRATION

Wendt

Content: A comparative framework for understanding the motivations for and responses to migration and integration from the perspective of natives and migrants. The political, social, and economic consequences of migration for sending and receiving countries. Comparison of motivations and impacts across regions (developed versus developing states), across countries within a particular region, and between groups within a country.

Prerequisite and/or restriction: Political Science 102. Junior or senior standing.

Taught: Every third year, 4 semester credits.

POLS 444 PRACTICUM

Staff

Content: Same as Political Science 244 but requiring more advanced work.

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 2-4 semester credits.

POLS 499 INDEPENDENT STUDY

Staff

Content: Same as Political Science 299 but requiring more advanced work.

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 2-4 semester credits.

Pre-Law

COORDINATOR: TODD LOCHNER

A law degree equips one for a wide variety of careers in law, business, government, and politics. The practice of law itself encompasses a multitude of variations from megafirms to solo practice, from in-house counsel to prosecutor, from policy advocate to public defender. Therefore, law schools do not require, and Lewis & Clark does not prescribe, a single course of study as pre-law preparation. Faculty advisors usually recommend courses that cultivate analytical and writing skills as excellent preparation for the Law School Admission Test (LSAT) and for subsequent work in law school.

Recent graduates of Lewis & Clark's College of Arts and Sciences have pursued legal education at Duke, the University of California at Berkeley, Boston College, Emory, Cornell, Columbia, Georgetown, Harvard, Tulane, Lewis & Clark Law School, and many other fine schools throughout the country. Some graduates elect to go directly into the study of law after graduation; others wait a year or two before applying to law school.

Students have gone to law school after majoring in almost every field at Lewis & Clark. The majority are from the social sciences and the humanities. Recently, more science majors have been entering the legal profession as well. Several Lewis & Clark undergraduate courses involve meetings with federal and state judges, visiting large and small law firms, guest appearances by practicing lawyers, and sharing events at the law school.

Informal pre-law advisors advise students and maintain information regarding law schools, the application process, and the legal profession. Information about law school and legal careers is also available from Lewis & Clark Law School. Undergraduate students are encouraged to participate in the many public events sponsored by the law school.

Positions held by graduates include law school professor, U.S. representative, lobbyist, director of city planning, manager of a billion-dollar light rail construction project, U.S. ambassador, trial and appellate court judges, and congressional committee staffers.

Pre-Medicine/Pre-Health

Graduates of Lewis & Clark have entered the fields of medicine, dentistry, veterinary medicine, osteopathic medicine, medical technology, physical therapy, and nursing after postgraduate study at professional schools such as those at Oregon Health & Science University, the University of Washington, Vanderbilt University, Harvard University, Johns Hopkins University, and Wake Forest University. Advisors at Lewis & Clark guide students in selection of appropriate courses through individual counseling, group information sessions, literature, and the Internet. Other resources available include internships and a network of Lewis & Clark alumni working in the health professions who are willing to assist students in making career decisions.

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 and Adonica De Vault in the Center for Career and Community Engagement. Students who plan to pursue postgraduate work in the health professions must take basic courses in biology, chemistry, mathematics, physics, and psychology at Lewis & Clark. Many health professions schools require advanced coursework in some of these areas as well. They also strongly encourage students to develop a breadth of academic and cocurricular interests. Although many pre-med/pre-health students major in biology, biochemistry, or chemistry, students can enter graduate programs in the health

professions with any undergraduate major, provided they have taken the courses required by the professional schools.

Psychology

CHAIR: YUEPING ZHANG

Psychology is the science of behavior and mental processes. The department's goals are to give students both a strong, scientifically rigorous base in the major subdisciplines of psychology and an exposure to applications of psychology. The curriculum and related activities acquaint students with the conceptual issues, theoretical models, empirical observations, and ethical decisions that form the basis of psychological knowledge. The department strives to develop students' competencies in conducting and evaluating psychological research, and many students have had the opportunity to publish papers and give presentations in conjunction with faculty. In addition, students can gain experience in applied psychology through the internship program.

THE MAJOR PROGRAM

The major begins with the foundation courses: Introduction to Psychology, Statistics I, and Psychology Methodology. Seven other courses, chosen in conference with the major advisor, fulfill the major requirements. Of these seven courses, two are at the intermediate (200) level, one must be an advanced (300-level) psychology lab, and one must be a capstone (400-level) course. The remaining three courses are electives, two of which must be at the advanced or capstone level. Students may arrange to take independent study courses in consultation with the supervising faculty member.

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:

- Program core courses: 100, 200, and 300.
- One course in development, abnormal psychology, or social psychology: 230, 240, or 260.
- One course in cognition or the brain and behavior: 220 or 280.
- One advanced lab: 310, 350, or 355.
- One capstone course: 400, 410, 425, 440, 445, 460, 465, or 490.
- Three elective courses, two of which must be at the 300 level or higher, including a maximum of 4 semester credits for 299 and 499.

INTERNSHIP PROGRAM

The department's active internship program provides supervised experience and training in psychological activities at a variety of social service agencies in Portland and abroad. This field experience provides an important supplement to the student's academic program.

HONORS

At the end of the second semester of the junior year, students may apply to participate in the psychology honors program. Selection is based on an evaluation of academic performance (a GPA of 3.500 in the major and overall) and the

quality of a research proposal prepared in cooperation with a faculty member. Students work closely with a thesis committee. If the resulting honors thesis and its defense are deemed worthy of distinction by the psychology faculty, the student is awarded honors on graduation. Interested students should consult the department chair, a potential faculty sponsor, or both during the junior year. A full description of the application process is available from the department.

RESOURCES FOR NONMAJORS

Introduction to Psychology is a useful course for most Lewis & Clark majors, since very few disciplines can be divorced from an understanding of human behavior. Statistics courses provide useful tools that are recommended by several majors and satisfy the General Education requirement in quantitative reasoning for nonmajors and majors alike. In addition, 200-level courses are open to nonmajors who wish to pursue an interest in psychology beyond the introductory level of Psychology 100. These courses are appropriate for students interested in pursuing careers in education, business, and social services who also wish to have a foundation in the understanding of human learning, thinking, development, social interaction, and psychopathology.

FACULTY

Janet E. Davidson, associate professor. Infant and child development, developmental psychopathology, internships.

Brian Detweiler-Bedell, associate professor. Social psychology, statistics.

Jerusha Detweiler-Bedell, associate professor. Clinical and community psychology, health psychology, psychology of gender, internships.

Jennifer LaBounty, assistant professor. Child, adolescent, and adult development; methodology; internships.

Erik L. Nilsen, associate professor. Cognition, methodology, human-computer interaction.

Thomas J. Schoeneman, professor. Personality, abnormal psychology, internships.

Todd Watson, assistant professor. Cognitive neuroscience, brain and behavior, statistics.

Yueping Zhang, associate professor. Behavioral neuroscience, brain and behavior, drugs and behavior, cross-cultural psychology.

PSY 100 INTRODUCTION TO PSYCHOLOGY

Davidson, J. Detweiler-Bedell, LaBounty, Nilsen, Schoeneman, Zhang

Content: Principles underlying behavioral development and change, physiological processes that mediate psychological functioning, processes of human perception and cognition, approaches to understanding functional and dysfunctional personality characteristics of individuals, counseling and psychotherapy techniques, application of psychological principles to social phenomena.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

PSY 190 CULTURE, FILM, AND PSYCHOLOGY

Zhang

Content: The relationships between culture and human behavior through the lens of film. How cultural forces and transitions shape worldview, individual identity and personality, child development, family structure and dynamics, personal relationships, social perception, other aspects of behavior relevant to psychology. Variety of cultures and cultural influences, theories and methods in cultural psychology, ways in which culture shapes film and film reflects and shapes culture. Does not count toward major.

Prerequisite and/or restriction: None.

Taught: Annual, summer only, 4 semester credits.

PSY 200 STATISTICS I

B. Detweiler-Bedell, Watson

Content: The theory of statistics and designing experiments. Use of distributions, measures of central tendency, variability, correlation, t-tests, simple analysis of variance and nonparametric techniques. Computer applications using SPSS statistical analysis programs and other software.

Prerequisite and/or restriction: Mathematics 055.

Taught: Each semester, 4 semester credits.

PSY 220 THINKING, MEMORY, AND PROBLEM SOLVING

Davidson, Nilsen

Content: Application of cognitive theory to decision making and problem solving. Selective perception, memory, contextual effects on decision making, paradoxes in rationality, biases created from problem-solving heuristics, probability and risk assessment, perception of randomness, attribution of causality, group judgments and decisions.

Prerequisite and/or restriction: Psychology 100.

Taught: Each semester, 4 semester credits.

PSY 230 INFANT AND CHILD DEVELOPMENT

Davidson, LaBounty

Content: Psychological development in domains including perception, cognition, language, personality, social behavior. How psychological processes evolve and change. Emphasis on infancy and childhood.

Prerequisite and/or restriction: Psychology 100.

Taught: Each semester, 4 semester credits.

PSY 240 ABNORMAL PSYCHOLOGY

Schoeneman

Content: Issues in defining abnormality; classification and description of abnormal behaviors; societal reactions to abnormal behavior; theory and research on causes, treatments, and prevention of pathology; major psychopathologies including physical symptoms and stress reactions; anxiety, somatoform, and dissociative disorders; sexual dysfunctions; addictions; sociopathy and other personality disorders; schizophrenia; mood disorders.

Prerequisite and/or restriction: Psychology 100.

Taught: Each semester, 4 semester credits.

PSY 252 INTRODUCTION TO NEUROSCIENCE

Reiness, Watson, Zhang

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. Students may not receive credit for both Biology 252 and Psychology 280. Psychology majors may not receive credit for both Psychology 252 and 280.

Prerequisite and/or restriction: Biology 151 and Psychology 100, or one of these and permission of instructor.

Taught: Annually, 4 semester credits.

PSY 260 SOCIAL PSYCHOLOGY

B. Detweiler-Bedell

Content: The effects of social and cognitive processes on the ways individuals perceive, influence, and relate to others. Person perception, the self, prejudice and stereotyping, social identity, attitudes and attitude change, conformity, interpersonal attraction, altruism, aggression, group processes, intergroup conflict.

Prerequisite and/or restriction: Psychology 100.

Taught: Each semester, 4 semester credits.

PSY 280 BRAIN AND BEHAVIOR

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.

Prerequisite and/or restriction: Psychology 100. Not open to students with previous credit in Psychology 350 or 355.

Taught: Annually, 4 semester credits.

PSY 299 INDEPENDENT STUDY

Staff

Content: Topics not covered in depth in other department courses, or faculty-supervised research projects. Details determined by the student in conference with the supervising faculty member. First-year or sophomore level.

Prerequisite and/or restriction: Consent of instructor.

Taught: As needed, 1-4 semester credits.

PSY 300 PSYCHOLOGY METHODOLOGY

LaBounty, Nilsen

Content: Research methodologies and experimental design techniques applied to laboratory investigation of psychological phenomena. Data collected from laboratory studies analyzed statistically and reported in technical lab reports.

Prerequisite and/or restriction: Psychology 100 and 200.

Taught: Each semester, 4 semester credits.

PSY 310 COGNITION

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.

Prerequisite and/or restriction: Psychology 100, 200, 220, and 300.

Taught: Annually, 4 semester credits.

PSY 311 STATISTICS II

B. Detweiler-Bedell

Content: Continuation of Psychology 200; emphasis on theory and experimental design. Variance, covariance, regression analyses, nonparametrics, and exploratory data analyses using the computer as a tool in psychological research (SPSS statistical analysis programs and PC/Mac packages).

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor based on statistical experience.

Taught: Alternate years, 4 semester credits.

PSY 330 ADOLESCENT AND ADULT DEVELOPMENT

Davidson, LaBounty

Content: Emerging adulthood and adult development in areas including physiology, perception, cognition, personality, social behavior. How psychological processes evolve and change with age. Emphasis on late adolescence through late adulthood and death.

Prerequisite and/or restriction: Psychology 100, 200, 230, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 340 PERSONALITY THEORY

Schoeneman

Content: Theory and research about human nature, individuality, and the causes and meaning of important psychological differences among individuals. Major theories of personality including psychoanalytic, humanistic, trait, social learning, cognitive perspectives; current topics in personality research.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 345 OVERSEAS INTERNSHIP

Davidson, J. Detweiler-Bedell, Schneider, Schoeneman

Content: Applied field learning experience and exposure to psychologically oriented occupations in Brisbane, Australia. Building human relations skills; becoming acquainted with important human service institutions and their social impact in an environment of socialized health and human services. Theoretical, cross-cultural, and practical frameworks for interventions.

Prerequisite and/or restriction: Psychology 100, 200, and 300; or Psychology 100 and consent of instructor. Concurrent enrollment in International Studies 240, taught in Australia or England, summers only, or occasionally during semester-long off-campus programs.

Taught: Annually, 4 semester credits. May be taken twice for credit if participating in two programs.

PSY 350 BEHAVIORAL NEUROSCIENCE

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.

Prerequisite and/or restriction: Psychology 100, 200, 280, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 355 COGNITIVE NEUROSCIENCE

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.

Prerequisite and/or restriction: Psychology 100, 200, 220 or 280, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 360 PSYCHOLOGY OF GENDER

J. Detweiler-Bedell

Content: Theory and data in the psychological development of females, their attitudes, values, behaviors, and self-image. Alternative models for increasing gender role flexibility and allowing all humans to explore their full potential. Research methodology, changing roles, androgyny, gender schema, extent and validity of gender differences. Influence of culture, socialization, and individual differences on women and men. Relationship between the psychology of gender and principles of feminism.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 370 CLINICAL PSYCHOLOGY

J. Detweiler-Bedell

Content: Overview of the science and practice of clinical psychology.

Application of psychological science to psychotherapeutic interventions and clinical assessment. Major theories and techniques of therapeutic assessment and behavior change, including psychodynamic, humanistic, behavioral, cognitive-behavioral, family, group, and time-limited approaches, with emphasis on empirically validated treatments. Logic and methodology of psychotherapy process and outcome research. Ethical issues in therapy and assessment.

Prerequisite and/or restriction: Psychology 100, 200, and 300; Psychology 240; or consent of instructor.

Taught: Alternate years, 4 semester credits.

PSY 375 HEALTH PSYCHOLOGY

J. Detweiler-Bedell

Content: The interactions of psychology and health, including how thoughts, emotions, and behavior influence health and the effects of health on psychological well-being. Emphasis on how psychological, social, and biological factors interact with and determine the success people have in maintaining their health, getting medical treatment, coping with stress and pain, recovering from serious illness.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 380 DRUGS AND BEHAVIOR

Zhang

Content: An introduction to the principles of psychopharmacology and the effects of psychoactive substances on behavior. The mechanisms of drug action with an emphasis on how drugs affect the brain. Discussion of the social and political aspects of drug abuse.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 390 CROSS-CULTURAL PSYCHOLOGY

Zhang

Content: Relations between culture and human behavior. Examination of topics in psychology from a multicultural, multiethnic perspective, with special emphasis on cultural influence on research methods, self-concept, communication, emotion, social behavior, development, mental health. Cultural variation, how culture shapes human behavior, and psychological theories and practices in different cultures.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Alternate years, 4 semester credits.

PSY 400 ADVANCED TOPICS IN PSYCHOLOGY

Staff

Content: In-depth study of current issues and topics in psychology. Central theoretical, empirical, practical issues of each topic.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor. Psychology courses appropriate for the topic of study.

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

PSY 410 ADVANCED TOPICS IN NEUROSCIENCE

Watson, Zhang

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.

Prerequisite and/or restriction: Psychology 100, 200, 220 or 280, and 300, or consent of instructor.

Taught: Alternate years, 4 semester credits.

PSY 425 HUMAN-COMPUTER INTERACTION

Nilsen

Content: Broad survey of human-computer interaction (HCI). Project-based exploration of the processes for creating technologies that expand human capability (functionality) while adapting to the abilities of users (usability). HCI topics including cognition, perception, personality, learning, motivation, and social, developmental, abnormal, and educational psychology studied from a psychological perspective. Primary source materials from the fields of psychology, computer science, and allied disciplines.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Annually, 4 semester credits.

PSY 440 SOCIAL CONSTRUCTION OF MADNESS

Schoeneman

Content: Scrutiny of historical and contemporary Western conceptions of madness. Theoretical position of social constructionism used to understand how professional taxonomies and public stereotypes of insanity are reflections of culture. Analysis of movies, fiction, poetry, drama.

Prerequisite and/or restriction: Psychology 100, 200, 240, and 300, or consent of instructor.

Taught: Alternate years, 4 semester credits.

PSY 445 PSYCHOLOGY INTERNSHIP

Davidson, J. Detweiler-Bedell, LaBounty, Schoeneman

Content: Applied field learning experience and exposure to psychologically oriented occupations. Building human relations skills; becoming acquainted with important human service institutions and their social impact. Theoretical and practical frameworks for intervention.

Prerequisite and/or restriction: Junior or senior standing. Psychology 100, 200, and 300, or consent of instructor.

Taught: Each semester, 4 semester credits.

PSY 460 COMMUNITY PSYCHOLOGY

J. Detweiler-Bedell

Content: Community agencies dealing with mental health, homelessness, child abuse, substance abuse, criminal justice, or AIDS. How agencies provide services to diverse populations, including the elderly, adolescents, children, gays,

mentally ill, and others. The politics of funding. How grassroots organizations develop and change. Students evaluate how effectively a community agency or organization provides needed services to specific populations.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Alternate years, 4 semester credits.

PSY 465 ADVANCED TOPICS IN SOCIAL PSYCHOLOGY

B. Detweiler-Bedell

Content: Advanced undergraduate seminar examining current theoretical and empirical advances in social psychology. Extensive reading and discussion of primary sources focusing on three selected topics: social cognition, social influence, and group relations. Topics may include emotion, social judgment, the self, nonverbal communication, attitude change, advertising and marketing, stereotyping and prejudice, conflict resolution, interpersonal relationships, group dynamics.

Prerequisite and/or restriction: Psychology 100, 200, 260, and 300, or consent of instructor.

Taught: Alternate years, 4 semester credits.

PSY 490 HONORS THESIS

Staff

Content: Independent research project suitable for the granting of departmental honors. Details determined by the student in conference with supervising faculty member and honors committee, then approved by department.

Prerequisite and/or restriction: Psychology 100, 200, and 300, or consent of instructor.

Taught: Each semester, 4 semester credits.

PSY 499 INDEPENDENT STUDY

Staff

Content: Same as Psychology 299 but requiring work at the junior or senior level.

Prerequisite and/or restriction: Consent of instructor.

Taught: As needed, 1-4 semester credits.

Religious Studies

CHAIR: PAUL POWERS

As part of the wider Lewis & Clark program in the humanities, the academic study of religion provides an opportunity for critical reflection on a key aspect of human culture, tradition, and experience. The extraordinary role religion has played throughout history as well as in contemporary societies provides the backdrop against which this critical inquiry takes place.

The Department of Religious Studies emphasizes the careful use of critical method along with clear and extensive writing as key tools of scholarly endeavor. As in any humanities program, students are encouraged to develop analytical skills that are of value in many graduate schools and professional fields. For students interested in Judeo-Christian origins, Lewis & Clark offers language courses in Greek, which serve as an integral part of their study and are especially important as preparation for upper-level work.

THE MAJOR PROGRAM

The field of religious studies is extremely diverse and thus the religious studies major is designed to give students a broad background in the field. The curriculum is organized in a series of levels:

100 level: Introduction to the academic study of religion.

200 level: Survey courses in four areas: 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 490), at least one of which is a 450-level seminar.
- Methods course: 201.
- Senior thesis: 490

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 299. 201 is highly recommended.
- Two courses at the 300 or 400 level, excluding 499.

RESOURCES FOR NONMAJORS

All of the department's offerings are open to nonmajors. Preference is given to majors for enrollment in the 401 methods course and 400-level seminars.

Courses at the 100 and 200 levels are designed as introductory or survey courses, and none presumes a background in the field or any personal experience on the part of participants. These courses are designed to introduce not only the subject areas but also the methods of academic inquiry in the field of religion. The 200-level courses are organized in four areas (see 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, philosophy, or sociology, yet who find that some religious studies courses supplement and expand their understanding of their own fields.

FACULTY

Alan Cole, professor. Asian religions, Buddhism, theory.

Robert Kugler, Paul S. Wright Professor of Christian Studies. Judeo-Christian origins, Dead Sea Scrolls, early Jewish literature.

Susanna Morrill, assistant professor. Religion in America.

Paul Powers, associate professor. Islamic studies.

VISITING FACULTY

Sylvia Frankel, visiting instructor. Jewish studies.

RELS 101 THEMES IN RELIGIOUS STUDIES

Staff

Content: Introduction to various themes, theories, and methods in the academic study of religion. Selected topics illustrating how religious discourses are formed, develop, and interact with other spheres of human thought and action. Historical, literary, and sociological approaches to a variety of religious

phenomena, such as scripture, religious biography, material culture, film, ritual performance.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

RELS 201 HISTORY AND THEORY

Cole, Kugler, Morrill, Powers

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.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

RELS 224 JEWISH ORIGINS

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).

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

RELS 225 CHRISTIAN ORIGINS

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).

Prerequisite and/or restriction: None

Taught: Annually, 4 semester credits.

RELS 241 RELIGION AND CULTURE OF HINDU INDIA

Cole

Content: Introduction to Hinduism in its Indian cultural context, with focus on theories of sacrifice, fertility, and discipline. Studies in classic Hindu sacred texts, with careful readings of myths of order and productivity. Analysis of reconstructed postcolonial Hinduism. Emphasis on studying religion from a critical and comparative perspective.

Prerequisite and/or restriction: None.

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

RELS 242 RELIGIONS AND CULTURES OF EAST ASIA

Cole

Content: Chinese and Japanese worldviews. Confucianism, Taoism, Buddhism, Shintoism: their origins, development, interactions. Mutual influence of folk and elite traditions, expansion of Buddhism and its adaptation to different sociopolitical environments, effects of modernization on traditional religious institutions.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

RELS 243 BUDDHISM: THEORY, CULTURE, AND PRACTICE

Cole

Content: Development of Buddhism in India and Tibet with emphasis on issues of purity, power, and asceticism as they are portrayed in classic Buddhist texts. Special attention given to Buddhist institutions and their rationales. Buddhist philosophy. Critiques of 20th-century misconceptions of Buddhism.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

RELS 251 MEDIEVAL CHRISTIANITY

Westervelt (History)

Content: Formation and development of Western Christianity from late antiquity through the late medieval period (circa 250 to 1450 C.E.). The relation of popular piety to institutional and high cultural expressions of Christianity. Issues such as Christianity and the late Roman empire, the papacy, monasticism, religious art and architecture, and heresy and hierarchy discussed using theological texts, social histories, popular religious literature.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

RELS 253 RELIGION IN AMERICAN HISTORY TO THE CIVIL WAR

Morrill

Content: Introduction to major themes and movements in American religious history from colonial origins to the Civil War. Consideration of Native American religious traditions, colonial settlement, slavery and slave religion, revivalism, religion and the revolution, growth of Christian denominationalism, origins of Mormonism, using a comparative approach in the effort to understand diverse movements. Central themes: revival and religious renewal, appropriation of Old Testament language by various groups (Puritans, African Americans, Mormons), democratization of religion.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

RELS 254 RELIGION IN MODERN AMERICA, 1865 TO PRESENT

Morrill

Content: Impact of religion in modern America from the end of the Civil War to the present day, emphasizing the interaction between America's many religions and emerging American modernity. The fate of "traditional" religion in modern America; "alternate" American religious traditions; urbanization, industrialism, and religion; science, technology, and secularism; evangelicalism, modernism, and fundamentalism; religious bigotry; pluralism; new religions and neofundamentalism.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

RELS 261 INTRODUCTION TO JUDAISM

Frankel

Content: Classical texts and selected major thinkers of the Jewish tradition. Historical overview of the biblical and rabbinic periods with a look at classic Jewish texts: the Bible, Midrash, the Mishnah, the Gemara, the legal codes, the mystical tradition, and the Responsa literature. Major Jewish thinkers such as Maimonides, Abraham Joshua Heschell, David Hartman.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

RELS 273 ISLAMIC ORIGINS

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.

Prerequisite and/or restriction: None

Taught: Annually, 4 semester credits.

RELS 274 ISLAM IN THE MODERN WORLD

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.

Prerequisite and/or restriction: None

Taught: Annually, 4 semester credits.

RELS 299 INDEPENDENT STUDY

Cole, Kugler, Morrill, Powers

Content: Individual study directed by selected faculty. Determined in consultation with faculty, study focuses on bibliographic development and analysis of the literature on a topic otherwise not covered in depth in the curriculum. Major paper required.

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 4 semester credits.

RELS 330 JESUS: HISTORY, MYTH, AND MYSTERY

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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

RELS 333 APOCALYPTIC IMAGINATION

Kugler

Content: Survey of Jewish and Christian attempts to make sense of human existence through apocalyptic speculation. Development of a parallel secular apocalyptic imagination. The interplay between religious and secular apocalyptic and the sociohistorical and cultural realities it responded to and engendered. Focus is on early Jewish and Christian apocalyptic from the sixth century B.C.E. to the third century C.E. and selected instances of apocalyptic through the 21st century C.E. Resources include archaeological evidence, literature, art, music, and film.

Prerequisite and/or restriction: Any 200-level Religious Studies course.

Taught: Alternate years, 4 semester credits.

RELS 334 LOST BOOKS OF EARLY JUDAISM

Kugler

Content: Analysis of Jewish texts from the Persian and Greco-Roman periods that were later prohibited by rabbinic Judaism because they were written in Greek and because they reflected the influence of Classical Greek and Hellenistic literature, thought, and society. Includes exploration of corollary Classical literature and the relationship between religious traditions and cultural contexts.

Prerequisite and/or restriction: Sophomore standing. Religious Studies 222 recommended.

Taught: Alternate years, 4 semester credits.

RELS 340 WOMEN IN AMERICAN RELIGIOUS HISTORY

Morrill

Content: Women's experience of religion in America from the colonial era to the present. The relationship between gender and religious beliefs and practices. Religion as means of oppression and liberation of women. Relations of lay women and male clergy. Women religious leaders. Diverse movements and cultures including Native American, colonial society, immigrant communities, and radical religionists from Anne Hutchinson to Mary Daly.

Prerequisite and/or restriction: Religious Studies 253 or 254 recommended.

Taught: Alternate years, 4 semester credits.

RELS 341 RELIGIONS OF THE NORTHWEST

Morrill

Content: The religious history of the Pacific Northwest, with a focus on Oregon and Washington. Exploration 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. Examination of why the Northwest, unlike other regions, does not carry the imprint of a dominant religious tradition.

Prerequisite and/or restriction: Religious Studies 253, 254, or consent of instructor.

Taught: Alternate years, 4 semester credits.

RELS 354 EARLY MAHAYANA BUDDHISM

Cole

Content: The groundbreaking texts of early Mahayana Buddhism—their literary forms, thematic preferences, and polemical agendas. Investigation of new attitudes toward traditional sites of power as found in the Buddha's relics and the monastic sites.

Prerequisite and/or restriction: Religious Studies 243 or consent of instructor.

Taught: Annually, 4 semester credits.

RELS 355 SUFISM: ISLAMIC MYSTICISM

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.

Prerequisite and/or restriction: Religious Studies 273 or consent of instructor.

Taught: Alternate years, 4 semester credits.

RELS 373 REFORMATIONS OF THE 16TH CENTURY

Westervelt (History)

Content: A historical perspective on the various religious movements, collectively known as the Protestant Reformation, that marked Europe’s transition from the medieval to the early modern period (circa 1400 to 1600). Review of medieval religious patterns. The status of Catholic institutions and ideas in crises of the late medieval period, the theologies of Luther and Calvin, radical movements, the political background of the Reformation, and Catholic responses to Protestantism. Readings and discussions concentrate on recent social historiography of the Reformation. Popular appeal of Protestant religiosity, social implications of Calvinism, roles of women in the Reformation, family patterns and the Reformation, class structure and competing religious cultures, Catholicism and rural society.

Prerequisite and/or restriction: Religious Studies 251 or consent of instructor.

Taught: Alternate years, 4 semester credits.

RELS 376 RELIGIOUS FUNDAMENTALISM

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.

Prerequisite and/or restriction: Religious Studies 254 or 274, or consent of instructor.

Taught: Alternate years, 4 semester credits.

DEPARTMENTAL SEMINARS

To give students opportunities to explore the three major areas of the departmental curriculum in depth, seminars are offered each year in Biblical Studies, Theology and History, and World Religions. Specific content of the seminars changes from year to year. The following are among those offered during recent academic years.

RELS 450 SEMINAR: SOCIAL AND RELIGIOUS WORLD OF EARLY JUDAISM AND CHRISTIANITY

Kugler

Content: Recent research into the relationship between the social setting of early Judaism and Christianity and the texts both religions produced. Special attention to the sociohistorical aspects of selected regional expressions of Judaism and Christianity (e.g., Asia Minor, Palestine, Egypt). Readings from the Dead Sea Scrolls, Jewish pseudepigrapha, the New Testament, other early Christian literature, and media interpretations of Judaism and Christianity to the present. Emphasis on original student research.

Prerequisite and/or restriction: Religious Studies 224, 225, or 330, or consent of instructor.

Taught: Alternate years, 4 semester credits.

RELS 451 SEMINAR IN AMERICAN RELIGION

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.

Prerequisite and/or restriction: Religious Studies 253 or 254, or consent of instructor.

Taught: Alternate years, 4 semester credits.

RELS 452 SEMINAR IN ASIAN RELIGIONS

Cole

Content: Advanced interdisciplinary seminar on the matrix of religion, politics, and literature with a focus on Asian theories of pleasure, power, and sanctity. Comparative analysis of notions of self-identity, the body, and perfection through investigation of myth and ritual.

Prerequisite and/or restriction: Religious Studies 242 or consent of instructor.

Taught: Alternate Years, 4 semester credits. With instructor consent, may be taken twice for credit.

RELS 453 SEMINAR IN ISLAMIC STUDIES: ISLAMIC LAW

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.

Prerequisite and/or restriction: Religious Studies 273 or consent of instructor.

Taught: Alternate years, 4 semester credits.

RELS 455 THEMES IN HISTORY OF RELIGIONS

Cole, Kugler, Morrill, Powers

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.

Prerequisite and/or restriction: Completion of a religious studies course at the 200 level or higher.

Taught: Alternate years, 4 semester credits.

RELS 490 SENIOR THESIS

Cole, Kugler, Morrill, Powers

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.

Prerequisite and/or restriction: Senior standing or consent of the instructor.

Taught: Annually, 4 semester credits.

RELS 499 INDEPENDENT STUDY

Cole, Kugler, Morrill, Powers

Content: Individual study directed by selected faculty. Determined in consultation with faculty, study focuses on primary research, methodological concerns, and bibliography on a topic of mutual interest to the student and faculty director. Major paper required.

Prerequisite and/or restriction: Consent of instructor.

Taught: Annually, 4 semester credits.

Sociology and Anthropology

CHAIR: BRUCE PODOBNIK

The disciplines of sociology and anthropology share common philosophical roots and concern for the social and cultural conditions of human life, although the two fields have developed independently over the last century. Historically, sociology dwelt more on the modernizing world, while anthropology focused on nonindustrial societies. Such distinctions of subject matter no longer prevail, and the line between sociology and sociocultural anthropology today is neither firm nor fixed.

The Department of Sociology and Anthropology builds on the overlapping concerns and distinctive strengths of sociology and anthropology. Instead of maintaining separate curricula in the two fields, the department has developed a single curriculum dedicated to providing solid preparation in social theories and qualitative and quantitative methodologies. The department is strongly committed to teaching a variety of methodological perspectives including ethnographic fieldwork and interviewing; survey research techniques; texts, discourse, and the practices of representation; computer-mediated modes of inquiry; and historical methods. This methodological pluralism is in keeping with recent trends in both disciplines.

The department's curriculum stresses the relationship between cultural formations and social structures set in sociohistorical context. Among the areas of emphasis in the department are the study of inequality and difference by race, gender, class, and region. Sociology and anthropology courses in the department draw heavily on cross-cultural examples. Majors must take at least one departmental course of intensive study of a cultural region outside the United States. Students are encouraged, though not required, to participate in an overseas program. In addition to providing classroom study, the department provides majors and nonmajors opportunities to conduct field research in the Portland area, elsewhere in the United States, and abroad. All majors complete senior theses, many based on overseas work or local field research.

THE MAJOR PROGRAM

The department curriculum leads to a joint major in sociology and anthropology. Students with particular interests in either anthropology or sociology may weight their electives toward the field of their choice.

MAJOR REQUIREMENTS

A minimum of 40 semester credits (10 courses), distributed as follows:

- An introductory course: 100 or 110.
- Two methodology courses: 200 and 201. Students may substitute Communication 260, Economics 103, Psychology 200, Political Science 201, or Mathematics 105 for 201.
- A social theory course: 300.
- One course on a culture area: 261, 266, 270, 272, 273, 274, 275, 280, 281, 285, 353, 355, or 363.
- Four topics courses, including at least two at the 300 level. A maximum of two of the four topics courses can be from the list of culture-area courses above. For one—and only one—200-level topics course, students may substitute a 4-semester-credit course from the following list: 244, 290, 299, 444, 499, or Gender Studies 445.
- Senior thesis: 400.

PRACTICUM/INTERNSHIP PROGRAM

The practicum/internship 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 from the department. Students whose projects are deemed worthy by all reviewing faculty members are granted honors on graduation.

RESOURCES FOR NONMAJORS

The sociology/anthropology faculty see their charge as being broader than training professional sociologists and anthropologists. The department is committed to the idea that sociological and anthropological perspectives on the world are a vital part of a liberal education. Students majoring in disciplines ranging from the arts and humanities to the natural sciences find sociology and anthropology to be an illuminating complement to their major fields of study. The sociology/anthropology curriculum accommodates the varied interests of all Lewis & Clark students.

FACULTY

Linda Isako Angst, assistant professor of anthropology. Japan; Okinawa and the Pacific War; gender, ethnicity, and national identity; memory and politics of representation; anthropology of violence; the politics of fieldwork.

Robert Goldman, professor of sociology. Social theory, cultural studies (advertising, news, television), production and consumption, class relations, modernity, postmodernity.

Deborah Heath, associate professor of anthropology. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation.

Jennifer Hubbert, assistant professor of anthropology. Public/popular culture and national identity, globalization, visual representation, political economy of culture and power, youth culture, China.

Oren Kosansky, assistant professor of anthropology. Political economy of religious experience, postcolonial nationalism and diaspora, textual culture, Morocco.

Timothy Mechliniski, assistant professor of sociology. Africa, development and social change, migration and border studies, research methods, gender in the Third World, transportation.

Bruce Podobnik, associate professor of sociology. Environmental sociology, quantitative methods, comparative revolutions, labor sociology.

Sarah D. Warren, instructor in sociology.

SOAN 100 INTRODUCTION TO SOCIOLOGY

Goldman, Mechliniski, Podobnik

Content: Sociological ways of looking at the world: how society is organized and operates; the relationship between social institutions and the individual; sources of conformity and conflict; the nature of social change.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

SOAN 110 INTRODUCTION TO CULTURAL ANTHROPOLOGY

Angst, Heath, Hubbert, Kosansky

Content: The concept of culture and its use in exploring systems of meanings and values through which people orient and interpret their experience. The nature of ethnographic writing and interpretation.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

SOAN 200 QUALITATIVE RESEARCH METHODS

Angst, Hubbert, Kosansky, Mechliniski

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, Sophomore standing. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Each semester, 4 semester credits.

SOAN 201 QUANTITATIVE RESEARCH METHODS

Mechliniski, Podobnik

Content: The survey research process, including hypothesis formation and testing, research design, construction and application of random sampling procedures, measurement validity and reliability, data analysis and interpretation. Philosophical roots and ethical considerations of survey research methods.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110. Sophomore standing. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Annually (in alternate years course is taught each semester), 4 semester credits.

SOAN 214 SOCIAL CHANGE

Mechliniski, Podobnik

Content: Social change from the social movements perspective; contradictions and crises generated between prevailing institutional forces and cultural formations; world systems models. Diasporas and migration, market forces, environmental relations, science and technology, development issues in the southern hemisphere.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 221 SOCIOLOGY OF WORK, LEISURE, AND CONSUMPTION

Goldman

Content: Historical, cultural, and organizational overview of work relations in the context of political economic systems. How technological change is related to the social organization of production relations. How work life influences relationships of authority and freedom in society. Changes in production relations related to daily life, consumption relations, and the meanings and experiences of leisure.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 222 CITY AND SOCIETY

Goldman, Podobnik

Content: The nature of urban social life. Studies ranging from the United States and Europe to the Third World. The complementarity of ethnographic studies and of larger-scale perspectives that situate cities in relation to one another, to rural peripheries, and to global political-economic processes.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 225 RACE AND ETHNICITY IN GLOBAL PERSPECTIVE

Staff

Content: Sociological and anthropological analysis of how the notions of racial and ethnic groups, nations and nationalities, indigenous and nonindigenous groups, and states and citizenships have evolved cross-culturally. How they might be reconfiguring in the present context of economic globalization, mass migrations, and diasporic formations. Causes and consequences of the recent resurgence of ethnicity and the content, scope, and proposals of ethnic movements.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Annually, 4 semester credits.

SOAN 226 LAW AND SOCIETY

Staff

Content: A comparative introduction to the relationship between law and society, as well as to several different sociological approaches to the law. Addresses both classical (Weber, Marx) and contemporary (e.g., Dworkin, MacKinnon) theoretical approaches, including critical legal studies. Case studies of landmark rulings, with particular attention to the Civil Rights movement, women's rights, and so on. Key questions include the following: How do individuals experience law? What is the relationship between social activism and rights protection? Can courts bring about social change?

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 228 CLASS, POWER, AND SOCIETY

Goldman, Podobnik

Content: The development of class structures and contemporary structures of classes and class relations. Classical and contemporary theories of class and inequality. Interrelationships of class, status, power, gender.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 234 ANTHROPOLOGY OF TOURISM

Angst

Content: The rise of tourism in the age of globalization. Examines the experiences of tourists, performers, and others; the consequences of tourism for host communities; the historical linkages between tourism, colonial practices, and national identity formation. Cross-cultural perspective, with special emphasis on practices of tourism in Oregon, Hawai'i, and countries of the Asia Pacific rim. Local speakers and ethnographic research.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 240 THE FAMILY IN CROSS-CULTURAL PERSPECTIVE

Staff

Content: Kinship and descent: critical assessment of these organizing principles for the self and social relations in society. The family's theoretical "core"; conjugal, extended, and recombinant families. Recent feminist scholarship on the relationship between gender and kinship studies. Cross-cultural perspective on changing patterns in the family structure. The relationship between labor and changing family roles for men, women, and children.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 244 PRACTICUM

Staff

Content: Community-based experience combined with bibliographic exploration of relevant literatures. With the help of a faculty advisor, students select placement from a variety of community organizations, shelters, and social agencies. Writing reflects field experiences in the context of literature reviews.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110. Consent of instructor.

Taught: Each semester, 1-4 semester credits.

SOAN 245 VISUAL ANTHROPOLOGY

Hubbert

Content: Representation in the study of culture. Explore and evaluate different genres of visual representation, including museums, theme parks, films, television, and photographic exhibitions as modes of anthropological analysis. Topics include the ethics of observation, the politics of artifact collection and display, the dilemmas of tourism, the role of consumption in constructing visual meaning, and the challenge of interpreting indigenously produced visual depictions of self and other.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 249 THE POLITICAL ECONOMY OF FOOD

Goldman

Content: Situating food at the intersection of political economy, society, and culture, an exploration of how food is produced and consumed. Topics include the relationships between society and agricultural forms; technologies of food production and ecological impacts; commodity chains and the industrialization of foods; food inequality and hunger; food and the body (e.g., diets, health, obesity, anorexia, fast food vs. slow food, farmer's markets vs. supermarkets); and cultures of food—from personal identity to ethnic identity to cuisine tourism to utopian visions

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 251 MYTH, RITUAL, AND SYMBOL

Angst, 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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 254 THE SOCIAL LIFE OF MONEY AND EXCHANGE

Kosansky

Content: An introduction to classical and contemporary perspectives about the relationship between the economy and society. How people act within the social and cultural context around them when negotiating their way through labor markets, exchanging goods, buying and selling, and calculating self-interest. Key topics include rationality, embeddedness, networks, markets and exchange systems, institutions, and social capital.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 255 MEDICINE, HEALING, AND CULTURE

Heath

Content: Culturally patterned ways of dealing with misfortune, sickness, and death. Ideas of health and personhood, systems of diagnosis and explanation, techniques of healing ranging from treatment of physical symptoms to metaphysical approaches such as shamanism and faith healing. Non-Western and Western traditions.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 261 GENDER AND SEXUALITY IN LATIN AMERICA

Staff

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 non-indigenous peoples, lowland jungle hunter-gatherers, highland peasants, urban dwellers, and transnational migrants.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 266 SOCIAL CHANGE IN LATIN AMERICA

Podobnik

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Annually, 4 semester credits.

SOAN 270 CULTURAL POLITICS IN EAST ASIA

Hubbert

Content: Ethnographic analysis of the role of the state and the political economy in cultural and social change in East Asia (China, Japan, South Korea). Comparative examination of shared cultural and historical legacies as well as diverse contemporary experiences. Draws upon classic ethnographic texts, Internet sites, personal memoirs, documentaries. Topics may include nationalism, family, class, religion, globalization.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

SOAN 273 JAPANESE CULTURE: GENDER AND IDENTITY

Angst

Content: Historical and ethnographic approaches to the study of Japanese culture and what it means to be Japanese, with a specific focus on gender roles. Various contexts for presentation and negotiation of maleness and femaleness within Japanese culture, and implications of gender definitions for larger social systems such as family, work, nation.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 274 CHINESE CULTURE THROUGH FILM

Hubbert

Content: Chinese feature films as a contemporary ethnographic source of political and cultural expression and critique. Exploration of change in late 20th- and early 21st-century China. Particular attention paid to the effects of the political economy on changing family, gender, labor, class, ethnicity, and youth culture formations.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Annually, 4 semester credits.

SOAN 275 AFRICA IN SOCIAL AND CULTURAL PERSPECTIVE

Mechlinski

Content: The diverse peoples of Africa from precolonial times to the present day. Comparisons of religion and aesthetic expression based on political, economic, and social organization. Historical and ethnographic readings challenging the stereotypical view of a continent of isolated, unchanging tribes. Processes such as migration, trade, conquest, and state formation that have brought African societies into contact with one another and with other continents since prehistoric times.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 280 GENDER IN ASIA

Angst, Hubbert

Content: Meanings of masculinities and femininities in Asia. Texts incorporating personal memoir, classic ethnography, film, and contemporary media. Topics may include issues of gender and nationalism, body modification, widow sacrifice, foot-binding, sexual violence, hijras, and the politics of pleasure. Various regions of Asia are discussed individually, comparatively, and within a broader global context.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

SOAN 281 INDIA IN SOCIOLOGICAL PERSPECTIVE

Staff

Content: The nature of social life and sources of meaning for people in India as revealed through writings of social scientists and novelists. Caste and family, religion, language, region, community. Forces for change considered throughout.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 285 CULTURE AND POWER IN THE MIDDLE EAST

Kosansky

Content: Introduction to the anthropology of the Middle East and North Africa, with an emphasis on the relationship between global and local forms of social hierarchy and cultural power. Topics include tribalism, ethnicity, colonialism, nationalism, gender, religious practices, migration, the politics of identity.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, or consent of instructor.

Taught: Annually, 4 semester credits.

SOAN 290 SOCIOLOGY/ANTHROPOLOGY INTERNSHIP

Podobnik, Staff

Content: Portland-based supervised internship involving field research and professional development. Placement in a social service, education, or advocacy organization. Participatory action research and other approaches to engaged pedagogy are explored in readings, class discussions, and writing assignments.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and sophomore, junior, or senior standing; or consent of instructor.

Taught: Alternate years and occasional summers, 4 semester credits.

SOAN 299 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of department.

Taught: Each semester, 1-4 semester credits.

SOAN 300 SOCIAL THEORY

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, one 200-level sociology/anthropology course, and sophomore standing; or consent of instructor. Enrollment preference given to departmental majors fulfilling degree requirements.

Taught: Annually, 4 semester credits.

SOAN 305 ENVIRONMENTAL SOCIOLOGY

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Annually, 4 semester credits.

SOAN 310 RELIGION, SOCIETY, AND MODERNITY

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology or Religious Studies courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 324 ANTHROPOLOGY OF VIOLENCE

Angst

Content: An upper-level introduction to the anthropology of violence, including recent literature in the field as well as classical examples of the study of violence by anthropologists. Questions of control, responsibility/accountability, public-/private-sphere boundaries, ritual/symbolic meanings. Topics include possible biological bases of aggression; symbolic enactment of violence; nationalism and militarism; the politics of gender, race, class, and ethnic identity; state violence; human rights.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 340 POLITICS AND SOCIETY

Podobnik

Content: The structures and interrelationships of power, the state, and their relationship to civil society. Studies of state-building, community and national power, elites, the public sphere, and social movements of the left and right examined in light of classical and contemporary theories of the state.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 342 POWER AND RESISTANCE

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 350 GLOBAL INEQUALITY

Mechlinski, Podobnik

Content: Issues in the relationships between First World and Third World societies, including colonialism and transnational corporations, food and hunger, women's roles in development. Approaches to overcoming problems of global inequality.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 352 WOMEN IN DEVELOPING COUNTRIES

Staff

Content: The roles of women in developing societies. Issues of power, politics, economics, family, and health. The unequal burden borne by women and the impact of gender equality in the developing world. Countries examined from Asia, Latin America, Africa.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 353 POPULAR CULTURE/PUBLIC PROTEST: CHINA

Hubbert

Content: Popular and mass culture and public protest in Maoist and contemporary China explored through lens of classic and contemporary anthropological and cultural studies theory. Particular attention paid to changing relations between state and society. Topics may include Cultural Revolution and 1989 democracy youth movements, popular music, material culture, changing media forms, environmental protests.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Annually, 4 semester credits.

SOAN 355 MIGRATION IN AFRICA

Mechlinski

Content: The historical and contemporary movements of Africans on their continent and abroad. Special attention paid to West and southern African migration systems. The impact of environmental factors, politics and migration,

economic development, brain drain, refugee issues, and African immigrant settlement, work, and incorporation in the United States and Europe.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 363 IMAGINING THE NATION: CULTURE AND IDENTITY IN NATION-STATE FORMATION

Angst

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Every third year, 4 semester credits.

SOAN 370 AMERICAN ADVERTISING AND THE SCIENCE OF SIGNS

Goldman

Content: Advertising as a core institution in producing commodity culture in the United States. Meaning and language of photographic images. History and theory of U.S. commodity culture. Methods of encoding and decoding in print and television ads. How mass-mediated images condition the ideological construction of gender relations in society.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 375 FROM MODERNITY TO POSTMODERNITY

Goldman

Content: Mapping the world-historical changes in social, economic, and cultural organization that theorists call postmodernity. The transition from modernity to postmodernity; transformations in the political economy of technoscience and the information society; development of a society of the spectacle; shifting conceptions of identity and agency; relations of time, space, and commodification in the era of global capitalism. May include Antonio Gramsci, Walter Benjamin, Stuart Hall, Michael Foucault, Manuel Castells, Zygmunt Bauman, Judith Butler, Guy Debord, Jean Baudrillard, Donna Haraway, David Harvey, Paul Virilio, Celeste Olaquiaga.

Prerequisite and/or restriction: Sociology/Anthropology 300; and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 385 INTERNATIONAL MIGRATION

Content: Immigration dynamics from a variety of perspectives, with a focus on the United States. Theoretical perspectives on the causes and consequences of migratory movements. Aspects of immigrant life in the United States. Topics include neoclassical economic models, historical-structural models, family and network models, transnationalism, immigrant work life, citizenship and immigration laws, borders and their enforcement.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 395 ANTHROPOLOGY OF THE BODY

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.

Prerequisite and/or restriction: Sociology/Anthropology 100 or 110, and two 200-level sociology/anthropology courses; or consent of instructor.

Taught: Alternate years, 4 semester credits.

SOAN 400 SENIOR SEMINAR AND THESIS

Staff

Content: Advanced readings and major works in sociology and anthropology. In consultation with faculty, selection of a thesis topic; further reading in the disciplines and/or field research in the local area. Substantial written document demonstrating mastery of theory and methodology and the ability to integrate these into the thesis topic.

Prerequisite and/or restriction: Sociology/Anthropology 200, 201, 300, and senior standing; or consent of instructor.

Taught: Each semester, 4 semester credits.

SOAN 444 PRACTICUM

Staff

Content: Same as Sociology/Anthropology 244 but requiring more advanced work.

Prerequisite and/or restriction: Junior standing. Consent of instructor.

Taught: Each semester, 1-4 semester credits.

SOAN 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Junior standing. Consent of department.

Taught: Each semester, 1-4 semester credits.

Theatre

CHAIR: ŠTĚPÁN ŠIMEK

The Department of Theatre offers study in dramatic literature, theatre history, acting, directing, playwriting, design, technical theatre, and dance. Theatre students are required to participate broadly in the curriculum. The department maintains an active production program, which includes Main Stage productions (one each semester), one-act festivals in the Black Box theatre, late-night theatre, and dance performances. Theatre study at Lewis & Clark encourages excellence in all aspects of performance—both on stage and behind the scenes—combined with an understanding of the aesthetic, social, philosophical, and historical underpinnings of the art form. The department's goal is to educate artist-scholars who are well-rounded, well-trained, and intellectually informed. We see theatre and dance as integral parts of the liberal arts; our curriculum is designed to prepare broadly educated individuals for leadership roles in the arts and in society at large.

Our production program offers opportunities for student directors, designers, choreographers, dramaturgs, and playwrights, as well as student actors. The spring one-act festival, for example, normally consists of plays written, directed, acted, and designed by students. Opportunities for playwriting and

choreography are available through formal classes, independent study, and the production program. Student dramaturgs assist with Main Stage productions. Main Stage theatre and dance performances are directed by faculty members and visiting artists. Plays are chosen for their contribution to theatre studies and to the life of Lewis & Clark, as well as for their responsiveness to issues of concern, either on campus or in society. Participation in our productions is open to the entire campus, and the department endorses a policy of color-blind casting.

Off-campus programs emphasizing theatre, art, and music are held in New York and in London. The New York program includes internships at institutions such as the Atlantic Theatre Company, Second Stage, and Shen Wei Dance.

Lewis & Clark students are encouraged to take advantage of the many opportunities to see professional theatre and dance in Portland. Internships with some Portland theatres are available.

Dance students will develop technical skills in conjunction with the study of aesthetics, history, and criticism. 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 during spring semester. Student choreography can be presented for adjudication at the festival, which offers classes, workshops, and performances over four days.

Students majoring in theatre or minoring in theatre or dance must fulfill Lewis & Clark's creative arts requirement outside the department—in art, creative writing, or music—and are strongly urged to pursue further studies in other areas of the arts.

THE MAJOR PROGRAM

Students interested in a theatre major are encouraged to participate in theatre department courses or activities in their first year and to consult with a member of the theatre faculty. Students should declare the theatre major by the end of the sophomore year.

The theatre department offers a balanced major that gives students flexibility in determining an area of emphasis. All theatre majors are required to take courses in dramatic literature and theatre history, theatre theory, performance, design, and dance or movement. Students majoring in theatre must choose a concentration in dramatic literature/theatre history, performance, or design/technical theatre.

Senior majors complete a thesis project that is the culmination of their studies in theatre. This project may be based either in performance or research.

MAJOR REQUIREMENTS: CONCENTRATION IN LITERATURE/THEATRE HISTORY

A minimum of 44 semester credits, distributed as follows:

- Sixteen semester credits in dramatic literature and theatre history: 4 semester credits in premodern drama from 281 or 282; 4 semester credits in American drama, 382; 8 semester credits chosen from 283, 381, and 385.
- Sixteen semester credits in performance and design: 12 semester credits in performance chosen from 113, 213, 275, 301, 313, 356, and 351; 4 semester credits in design from 104, 218, 220, 234, 333, or 334.
- Four semester credits in theatre and performance theory: 340.
- Two semester credits in dance: 106, 107, 108, 208, 214, 308, or 350.
- Two semester credits in theatre laboratory: 110.
- Four semester credits in the capstone course: 450.

MAJOR REQUIREMENTS: CONCENTRATION IN PERFORMANCE

A minimum of 44 semester credits, distributed as follows:

- Sixteen semester credits in performance: 113, 213, 275, 301, 313, 356, or 351.

- Twelve semester credits in dramatic literature and theatre history: 4 semester credits in premodern drama from 281 or 282; 4 semester credits in American drama, 382; 4 semester credits chosen from 283, 381, or 385.
- Four semester credits in design: 218, 220, 234, 333, or 334.
- Four semester credits in theatre and performance theory: 340.
- Two semester credits in dance: 106, 107, 108, 208, 214, 308, or 350.
- Two semester credits in theatre laboratory to be completed by the end of the junior year: 110.
- Four semester credits in the capstone course: 450.

MAJOR REQUIREMENTS: CONCENTRATION IN DESIGN/TECHNICAL THEATRE

A minimum of 44 credits, distributed as follows:

- Sixteen semester credits in design and technical theatre: 4 semester credits from 220; 12 semester credits chosen from 110 (for repeat credit), 212, 218, 234, 246, 333, and 334.
- Twelve semester credits in dramatic literature and theatre history: 4 semester credits in premodern drama from 281 or 282; 4 semester credits in American drama, 382; 4 semester credits chosen from 283, 381, and 385.
- Four semester credits in performance chosen from 113, 275, and 351 (acting only).
- Four semester credits in theatre history and theory: 340.
- Two semester credits in dance chosen from 106, 107, 108, 208, 214, 308, and 350.
- Two semester credits in theatre laboratory: 110.
- Four semester credits in the capstone course: 450.

THE MINOR PROGRAM

The theatre department offers two minor programs, one that focuses on theatre studies and one that focuses on dance studies. As an integral part of a performing arts program, the dance minor requires courses in dance and theatre.

MINOR REQUIREMENTS: CONCENTRATION IN THEATRE STUDIES

A minimum of 24 semester credits, distributed as follows:

- Eight semester credits in dramatic literature/theatre history chosen from 281, 282, 283, 381, 382, or 385.
- Fourteen semester credits of electives in dramatic literature/theatre history, performance, design, technical theatre, or dance.
- Two semester credits in theatre laboratory: 110.

MINOR REQUIREMENTS: CONCENTRATION IN DANCE

A minimum of 24 semester credits, distributed as follows:

- Four semester credits in Theatre 106.
- Eight semester credits in Theatre 214 and 308.
- Four semester credits in dance technique chosen from 107, 108, 208, MUP 150, or MUP 151.
- Two semester credits in theatre laboratory: 110A.
- Four semester credits chosen from Theatre 113, 234, 356.
- Two semester credits in rehearsal/performance: 252 or 499.

HONORS

To qualify for honors candidacy, students must show outstanding promise in one or more of the following areas:

- Performance: directing or playwriting.
- Theatre technology and design: design and construction of sets or costumes, design and operation of light and sound systems.
- Theatre and drama: theatre history or criticism.

The required GPA is 3.500 in the major and overall. Normally, qualified students should apply for candidacy during the junior year, no later than two

semesters prior to graduation. Honors in theatre is usually limited to the success of a senior thesis project. Transfer students must have completed two semesters of academic residence at Lewis & Clark and should submit a transcript or other evidence of achievement at the time of application. Students who wish to pursue honors in theatre should seek further information from the department.

RESOURCES FOR NONMAJORS

The following courses are appropriate for general students:

- 106 Fundamentals of Movement
- 107 Ballet I
- 108 Contemporary Dance Forms I
- 110 Theatre Laboratory
- 113, 213 Acting I, II
- 214 Dance History and Performance Criticism
- 234 Stage Lighting
- 275 Introduction to Playwriting
- 281-283 Theatre and Society I-III
- 351 Rehearsal and Performance

FACILITIES

The theatre building at Lewis & Clark is one of the finest teaching facilities for theatre in the Pacific Northwest. It is an integrated facility designed to support a process-oriented program. The building contains the 225-seat Main Stage and a studio theatre (Black Box) with flexible seating arrangements for up to 125. It also houses complete production facilities, including a scenery shop, a design studio, a costume construction room, dressing rooms, rehearsal areas, and a student lounge, the Green Room.

FACULTY

Stephanie K. Arnold, professor. Greek drama, American drama, criticism, women playwrights, acting, directing.

Susan E. Davis, senior lecturer and program head of dance. Contemporary dance forms, fundamentals of movement, composition, history/performance critique, improvisation.

Michael Olich, associate professor. Design.

Štěpán Šimek, associate professor. Acting, directing, European drama.

Stephen Weeks, associate professor. Playwriting, modern drama, directing, acting, British drama, dramaturgy.

TH 106 FUNDAMENTALS OF MOVEMENT

Davis

Content: Use of guided movement explorations, partner work, readings, and discussions to explore structural and functional aspects of the body and anatomy with the goal of increasing ease of movement and physical coordination.

Breath, mobility/stability, relaxation, spinal support, massage, pelvic placement, rotation, healthy sequencing of arms and legs. Basic elements of the bone, muscle, and organ systems; relationship between the body and psychological and emotional patterns. Extensive journal writing.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

TH 107 BALLET I

Davis

Content: Introduction to basic ballet principles, steps, and vocabulary. Correct alignment, placement, mobility; increasing flexibility, balance, strength, coordination, control. Barre warm-up, center floor and traveling combinations, general introduction to ballet history and aesthetics. Readings in related historical material; written critique of live performance. Live music accompaniment.

Prerequisite and/or restriction: None.

Taught: Annually, 2 semester credits.

TH 108 CONTEMPORARY DANCE FORMS I

Davis

Content: Introduction to modern and postmodern dance forms, physical techniques, and principles. Emphasis on the conceptual nature of contemporary dance since the 1960s. Movement skills and perspectives in relation to historic and aesthetic ideas that fostered them. Development of sound body mechanics, strength, flexibility, control, momentum, movement quality, musicality, personal movement resources. Viewing live and videotaped performances. Short readings on dance history and theory. Live music accompaniment.

Prerequisite and/or restriction: None.

Taught: Annually, 2 semester credits.

TH 110 THEATRE LABORATORY

Staff

Content: Introduction to behind-the-scenes work in the theatre. Participation on production crews for all departmental productions in a given semester. Experiential learning in the scene and costume shops, on lighting and front-of-house crews. Introduction to the processes that transform the visions of directors and designers into realities on stage. Regular weekly organizational and instructional meetings, arranged work schedule, required safety orientations.

Prerequisite and/or restriction: None.

Taught: Each semester, 2 semester credits. May be repeated for up to two additional 1-credit semesters with lab-only requirements, not to exceed 4 total course credits per student.

TH 113 ACTING I, FUNDAMENTALS

Arnold, 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.

Prerequisite and/or restriction: None.

Taught: Each semester, 4 semester credits.

TH 208 CONTEMPORARY DANCE FORMS II

Davis

Content: Deepening exploration of physical techniques, historic events, and aesthetic concerns that shape contemporary dance today. Kinesthetic awareness, momentum, phrasing, weight sharing, authentic gesture, basic performance skills. Exploring basic improvisation and composition skills to give form to spontaneous and intuitive movement impulses. Reading, writing, viewing live performance. Live music accompaniment.

Prerequisite and/or restriction: Theatre 108 or consent of instructor.

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

TH 212 STAGECRAFT

Robins

Content: Advanced techniques and concepts in stagecraft. Explores the second-phase design process by which a set designer's visual representations are transformed first into working drawings and construction problems, and then into material, three-dimensional forms. Classroom instruction and experiential learning in the scene shop. Emphasis on problem-solving, collaborative interpretation of design ideas, creative implementation.

Prerequisite and/or restriction: Theatre 110 or consent of instructor.

Taught: Alternate years, 4 semester credits.

TH 213 ACTING II, REALISM

Arnold, Šimek, Weeks

Content: Rehearsal with more complex texts of realism from such playwrights as Ibsen, Chekhov, Churchill, Stoppard. Integration of voice and body work, deepening a sense of truth in emotional and intellectual expression. Actors work with instructor on individual acting problems, share research in texts and historical periods, learn how to help each other take acting explorations further. Writing: script analysis, historical research, bibliography, observations. Additional projects in movement and voice.

Prerequisite and/or restriction: Theatre 113.

Taught: Annually, 4 semester credits.

TH 214 DANCE IN CONTEXT: HISTORY AND CRITICISM

Davis

Content: Viewing of selected live dance performances in the Portland area. An exploration of the intellectual, historical, and social contexts of these performances. Development of a vocabulary for dance criticism and an understanding of the essential elements of dance choreography and performance. Readings; analysis of videotaped, filmed, and live dance performances; seminar discussion. Fee (performance tickets).

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

TH 216 SPEECH, ENUNCIATION, AND PRESENTATION FOR ACTORS AND NONACTORS

Šimek

Content: Increasing the power of the voice and improving oral presentation skills. Exploration of breath, training in enunciation, presentations of literary and nonliterary texts. Culmination in an outdoor public performance. Voice training includes the methods of Cecily Barry and Konstantin Stanislavsky.

Prerequisite and/or restriction: None.

Taught: Summer only, 4 semester credits.

TH 218 FUNDAMENTALS OF DESIGN

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.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester hours.

TH 220 THEATRE GRAPHICS

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.

Prerequisite and/or restriction: None.

Taught: Annually, 4 semester credits.

TH 234 STAGE LIGHTING

Staff

Content: Understanding the physical properties of light, the technologies used to light the stage, and the principals and practices of lighting design. Topics include optics, color, electrical theory, lighting instruments, control systems, design concepts, light plots, script analysis for lighting. Readings, writing assignments, research projects, demonstrations, creative projects in light design.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

TH 246 SPECIAL TOPICS: DESIGN/TECHNICAL THEATRE

Staff

Content: Special topics in design and technical theatre. Course content and prerequisites vary by topic.

Prerequisite and/or restriction: Consent of instructor.

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

TH 249 THEATRE AT THE OREGON SHAKESPEARE FESTIVAL

Weeks

Content: Approximately nine plays at the Oregon Shakespeare Festival in Ashland, Oregon, attended over the course of a week. Contextual study of the plays and their authors, including the study of appropriate cognate plays and authors. Individualized research and project work. Post-performance writing and discussion. One-hour supplementary classes at Southern Oregon University, talks with actors and directors at OSF. Fee.

Prerequisite and/or restriction: None.

Taught: Alternate years, summer only, 4 semester credits.

TH 250 THEATRE IN NEW YORK

Staff

Content: Contemporary theatre in New York including traditional and experimental work, American plays, plays from the international repertoire. Attending and discussing productions. Meeting with playwrights, actors, directors, designers, producers to investigate current trends in theatrical writing, production, criticism.

Prerequisite and/or restriction: None.

Taught: New York program, 4 semester credits.

TH 251 THEATRE IN LONDON

Staff

Content: Contemporary theatre in London including traditional and experimental work, American plays, plays from the international repertoire. Attending and discussing productions. Meeting with playwrights, actors, directors, designers, producers to investigate current trends in theatrical writing, production, criticism.

Prerequisite and/or restriction: None.

Taught: Alternate years, on London program, 4 semester credits.

TH 252 REHEARSAL AND PERFORMANCE: DANCE

Davis

Content: Performance of original dance pieces developed by student choreographers. Work critiqued at regular intervals throughout semester. Approximately 10 weeks of rehearsals held twice a week and three performances.

Prerequisite and/or restriction: Audition.

Taught: Annually, 1-2 semester credits. May be repeated for credit.

TH 253 REHEARSAL AND PERFORMANCE: ONE-ACTS

Staff

Content: Faculty-supervised rehearsal and performance of selected one-act plays and senior thesis projects, organized in various formats: student written, student directed; professionally written, student directed; professionally written, guest artist directed. Limited scenic support.

Prerequisite and/or restriction: Audition.

Taught: Annually, 1-3 semester credits, credit-no credit.

TH 275 INTRODUCTION TO PLAYWRITING

Weeks

Content: Introduction to dramatic writing. Examination of dramatic action, dialogue, characterization, and structure; emphasis on writing for the stage. Reading assignments from classical, modern, and contemporary plays as well as from commentaries on the playwright's art, Aristotle to the present. Students write scenes and exercises throughout the semester, culminating in a final project.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

TH 281 THEATRE AND SOCIETY I: CLASSICAL AND MEDIEVAL DRAMA

Arnold, 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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

TH 282 THEATRE AND SOCIETY II: RENAISSANCE, NEOCLASSICAL, AND ROMANTIC DRAMA

Šimek, Weeks

Content: Same as Theatre 281, but with a focus on English and Italian Renaissance, French and German neoclassicism and romanticism, English Restoration, melodrama.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

TH 283 THEATRE AND SOCIETY III: MODERN CONTINENTAL DRAMA

Šimek, Weeks

Content: Same as Theatre 281, but with a focus on modern continental theatre from Büchner 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.

Prerequisite and/or restriction: None.

Taught: Alternate years, 4 semester credits.

TH 299 INDEPENDENT STUDY

Staff

Content: Opportunities for well-prepared students to design and pursue a course of independent readings or creative work in a substantive area. Details determined by the student and supervising instructor.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

TH 301 DIRECTING

Arnold, 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.

Prerequisite and/or restriction: Theatre 213. Junior standing.

Taught: Annually, 4 semester credits.

TH 308 DANCE COMPOSITION AND IMPROVISATION

Davis

Content: Studio work in compositional exploration and the investigation of movement and sound in solo and group improvisation. Critical evaluation and analysis of work in progress. Organization and design of dance studies for class presentation and future choreography.

Prerequisite and/or restriction: Theatre 108. One other dance course or consent of instructor.

Taught: Annually, 4 semester credits.

TH 313 ACTING III, STYLE

Arnold, Šimek, Weeks

Content: Advanced techniques in acting associated with, and demanded by, the drama of particular periods and genres. Acting "style" explored through the study of a period's theatrical conventions and cultural preferences (in physical movement, bodily display, vocal technique, fashion). Emphasis on premodern styles, including Shakespeare and commedia dell'arte. Some modern and contemporary nonrealistic styles.

Prerequisite and/or restriction: Theatre 113.

Taught: Alternate years, 4 semester credits.

TH 333 SCENOGRAPHY I

Olich

Content: The aesthetics, processes, and challenges of creating performance environments. 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 through the 18th century; research into historical performance environments and the texts they supported; project work in creating new performance environments for historical texts.

Prerequisite and/or restriction: Sophomore standing. Theatre 218 or 220.

Taught: Annually, 4 semester credits.

TH 334 SCENOGRAPHY II

Olich

Content: Continues the work of Scenography I in exploring 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.

Prerequisite and/or restriction: Sophomore standing. Theatre 218 or 220.

Taught: Annually, 4 semester credits.

TH 340 THE HISTORY AND THEORY OF MODERN AND POSTMODERN PERFORMANCE

Arnold, Šimek, Weeks

Content: An intellectual history of Western theatrical performance in the 20th century through modern and postmodern performance theories formulated by major directors, actors, playwrights, critics, theorists. Readings from primary sources, biographies and critical works, contemporary theatre theory. Research emphasis on significant productions, major artists, training methodologies, and distinctive models of theatrical work. Provides a historical and theoretical context for contemporary theatrical practices.

Prerequisite and/or restriction: Sophomore standing. One 4-semester-credit course in dramatic literature/theatre history and one 4-semester-credit course in performance, or consent of instructor.

Taught: Alternate years, 4 semester credits.

TH 350 DANCE AND PERFORMANCE

Davis

Content: Developing dance technique in preparation for performance with faculty and guest choreographers. Culminates in dance concert.

Prerequisite and/or restriction: By audition.

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

TH 351 REHEARSAL AND PERFORMANCE—MAIN STAGE PRODUCTION

Staff

Content: Rehearsals five to six nights a week for six to eight weeks. Six scheduled performances followed by a department critique. Intense involvement in the complete process of translating a play script into performance. Journal or research as process requires.

Prerequisite and/or restriction: Audition for cast. Lewis & Clark supports a policy of color-blind casting.

Taught: Each semester, 1-4 semester credits, depending on size of role and length of rehearsal period. May be repeated for a maximum 24 credits, with a maximum 4 semester credits per semester.

TH 356 DEvised PERFORMANCE

Šimek, Weeks

Content: Nontraditional modes of theatrical creation and performance for advanced theatre students and students of studio art, music performance, or creative writing. Nontraditional models of collaboration and collective creation, the adaptation of nondramatic texts for performance, examples of cross-disciplinary work. Students write, adapt, and create original performances throughout the semester.

Prerequisite and/or restriction: Sophomore standing. Two 4-semester-credit courses in theatre, one of which must be in performance; or two 4-semester-credit courses in studio art, music performance, or creative writing and consent of instructor.

Taught: Alternate years, 4 semester credits.

TH 381 BRITISH THEATRE AND DRAMA: 19TH CENTURY TO PRESENT

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.

Prerequisite and/or restriction: Sophomore standing. Theatre 281, 282, or 283, or a literature course offered by the Department of English or Foreign Languages and Literatures.

Taught: Alternate years, 4 semester credits.

TH 382 AMERICAN THEATRE AND DRAMA: 19TH CENTURY TO PRESENT

Arnold, Weeks

Content: The American theatre's dramatic literature and performance styles. Origins of modern American theatre from the English theatre tradition, the theatres of immigrant communities, and the popular entertainments of the 19th-century stage. An examination of the development of realism in the first half of the 20th-century and further developments from the 1960s onward, including the expanding range of voices represented and issues of race and gender. The evolution of theatrical forms and themes in relation to historical and social change.

Prerequisite and/or restriction: Sophomore standing. Theatre 281, 282, or 283, or a literature course offered by the Department of English or Foreign Languages and Literatures.

Taught: Alternate years, 4 semester credits.

TH 385 SPECIAL TOPICS SEMINAR: PLAYS AND PLAYWRIGHTS

Arnold, 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.

Prerequisite and/or restriction: Sophomore standing. Two 4-semester-credit courses in theatre, one of which must be in performance, or consent of instructor.

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

TH 450 SENIOR SEMINAR

Arnold, Šimek, Weeks

Content: Capstone course exploring advanced questions of performance theory. Presentation of a seminar project culminating the student's focus in theatre.

Prerequisite and/or restriction: Theatre majors with senior standing who have fulfilled all necessary prerequisites for their particular concentration. Theatre minors or student-designed majors with consent of instructor.

Taught: Annually, 4 semester credits.

TH 499 INDEPENDENT STUDY

Staff

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

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 1-4 semester credits.

Academic Services and Resources

ACADEMIC ADVISING

Faculty advisors work with students on an individual basis to provide advice on their academic programs, choice of courses, and opportunities for intellectual growth—from the time they start at Lewis & Clark through to graduation. With the assistance of advisors and other college faculty and staff, each student is ultimately responsible for constructing and completing his or her own course of study.

First-year students are assigned premajor advisors on the basis of their initial course selection and 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 academic and practical experience to prepare them for their future careers. This may include taking advantage of overseas and off-campus study, internships, and other cocurricular opportunities.

Transfer students are assigned academic advisors generally in the area of their major (often the department chair). Transfer students must submit official transcripts to Lewis & Clark's College of Arts and Sciences registrar's office to determine which courses are transferable and whether they meet General Education requirements. 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 academic advisors before registering for the following semester. They are encouraged to meet with their advisors at other times as well to discuss academic goals, questions, challenges, or issues. When students declare their academic major (required for all students either before or upon completion of 61 credits), they choose a major advisor to help them plan out their course of study for the major and for completion of other graduation requirements.

Students are free to change 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.

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.

WRITING CENTER

As part of Lewis & Clark's commitment to excellence in writing, the Writing Center offers one-on-one conferences to any undergraduate who seeks assistance with papers and other writing projects related to his or her academic program. The staff work with students at all stages of the writing process, providing strategies for such common issues as getting started on a paper, formulating ideas, organizing texts, choosing an appropriate style, and recognizing and fixing mechanical errors. Conference times are scheduled throughout fall and spring semesters.

MATH SKILLS CENTER

The Math Skills Center is an informal resource that offers help with the mathematical skills and concepts necessary for success in the General Education Curriculum and in many majors. Students are welcome to drop in during the hours posted each semester and consult with friendly peer tutors on math-related questions from any course. Many students choose to use this study environment to complete their math assignments, especially during those hours when their professors are not available. The Math Skills Center also provides classroom instruction (both lecture and self-paced sections) in the course Review of Algebra (Mathematics 055), which is a prerequisite for many quantitative reasoning courses.

COMPUTING AND MEDIA RESOURCES

Technology is integrated into the curriculum in many departments and programs, both as a means of enhancing the instructional process and as a way of preparing students to meet the challenges presented by the pervasive use of technology in the workplace. Technology facilities on campus include unique resources dedicated to the use of certain departments as well as institution-wide resources available to the entire community.

Lewis & Clark maintains an institution-wide network for access to an ever-growing array of academic and administrative services (and applications) and the Internet. Public computing labs are available 24 hours a day in the Watzek Library and the Templeton Campus Center.

Lewis & Clark provides faculty and students with facilities and expertise in multimedia, video editing, photographic and slide production, and audio and visual duplication services to support instructional needs, campus life activities, special events, and institutional advancement activities.

Through special arrangements with vendors, Lewis & Clark makes computer hardware and software available to full-time students at educational discounts.

In addition, Information Technology staff are available to assist students in learning to use hardware, software, and peripheral devices; offer training resources such as tutorials and workshops; and provide access to a growing array of network resources and online services.

LIBRARY

The Aubrey R. Watzek Library is suitably located at the heart of the undergraduate campus. The library houses a collection of 311,000 print volumes and over 419,000 microform units and subscribes to 1,300 print periodicals and has electronic access to thousands more. The library shares an online catalog with the Paul L. Boley Law Library at Lewis & Clark's law school and provides access to over 200 research databases.

The library offers specialized reference assistance in the use of both print and electronic sources, as well as one-on-one research consultations. Special Collections, the Visual Resource Center, and the College Archives are also part of the library, with access to 50,000 slides and 40,000 digital images.

Lewis & Clark College is a member of several library consortia through which students and faculty can borrow materials directly from member institutions. One of these, the Orbis-Cascade Alliance, includes 36 academic libraries throughout the Northwest that share a unified library catalog (Summit) and delivery system. Students and faculty can perform a single search to find and borrow materials through a database including more than 28 million books, sound recordings, films, videos, and more.

Student Services, Resources, and Programs

The primary focus of Lewis & Clark is its academic mission. To support and enhance students' academic experience, Lewis & Clark staff members provide a variety of services, resources, and programs that encourage participation in 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 eight uniformed campus safety officers, four dispatchers, a campus safety supervisor, and the director of the Office of Campus Safety.

DEAN OF STUDENTS AND CHIEF DIVERSITY OFFICER

The dean of students and chief diversity officer provides leadership and administrative management for Bon Appétit Food Service, Campus Living, the Center for Career and Community Engagement, College Outdoors, Counseling Service, Health Promotion and Wellness, Housing, International Students and Scholars, Multicultural Affairs, New Student Orientation, Physical Education and Athletics, Student Activities, Student Conduct, Student Health Service, and Student Support Services—offices collectively known as Student Life.

Student Life's purpose is to enhance student growth in the context of a liberal arts education and promote a healthy and vibrant campus community in which engaged learning, responsible citizenship, and respect for diversity are fostered. The Office of the Dean of Students and Chief Diversity Officer 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 28 semester hours of transferable college credit. The Office of Campus Living works to provide a collaborative, safe, interdependent, and educationally purposeful residential community rooted in our pioneering legacy.

Residence hall clusters are 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 counseling, mediation, and crisis management as necessary. The RAs assist in hall management and help students make the transition to group living using the extensive

training they receive in peer counseling, ethical leadership, activities planning, and community building.

The Office of Campus Living administers housing and food service contracts; coordinates room assignments; manages staff selection, training, and supervision; provides leadership development opportunities; and offers curricular support programs, including New Student Orientation, Parents' Preview, and Family Weekend.

STUDENT ACTIVITIES

Involvement outside the classroom is a vital component of a residential liberal arts education. The Office of Student Activities provides Lewis & Clark students with diverse and challenging opportunities to enhance their educational experience, support their development, and prepare them to become leaders in the global community. Extracurricular and cocurricular opportunities enable Lewis & Clark students to develop and strengthen their values and interest through intellectual, athletic, cultural, and social experiences. Student organizations and student government provide participants with skills, training, and experience to help them guide their peers and the Lewis & Clark community.

Student Activities advises more than 100 student organizations, including student government and student media. These 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 campuswide events like Pio Fair, Fall Ball, and Spring Fling.

OFFICE OF MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs (OMA) leads Lewis & Clark's efforts toward building and sustaining a diverse and culturally vibrant campus community. Members of the office work with 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 individuals develop a greater understanding of their global citizenship through the intercultural exchange of ideas and traditions.

INTERNATIONAL STUDENTS AND SCHOLARS

International Students and Scholars coordinates admission of international students and provides initial and continuing orientation for incoming students. Additional services include academic and personal counseling, assistance with housing and on-campus employment, processing of immigration and financial aid documents, and providing opportunities for community involvement. A professional staff member also serves as the advisor to the International Students at Lewis & Clark (ISLC).

HEALTH PROMOTION AND WELLNESS

The Office of Health Promotion and Wellness leads efforts to develop a community that supports balanced and healthy lifestyles. The staff are committed to helping students gain the knowledge and skills necessary to make informed decisions regarding personal health and wellbeing. We encourage students to be mindful and to take responsibility for themselves in all areas of wellness. Health Promotion and Wellness works in collaboration with campus and area resources to provide support and prevention education on an array of issues that typically concern Lewis & Clark students.

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 section of this catalog.

STUDENT HEALTH SERVICE

Student Health Service staff provide students with consultation and treatment, routine physicals, gynecological exams, medications and contraception, travel consultations, immunizations, allergy injections (with physician order), and first aid. Medical consultations are free. Charges apply for immunizations, medications, laboratory tests, and equipment rental. Medical records are strictly confidential and are not released without the student's written consent. Services are available to all students, regardless of the student's health insurance program or status.

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 doctoral practicum counselors. A psychiatrist is available one day each week to meet with students for medication management. Charges apply for psychiatry appointments.

The primary purpose of the Counseling Service is to provide problem resolution services and short-term focused therapy. 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. A referral list is available at the Counseling Service office. All appointments and information shared at the Counseling Service are held in strict confidence.

CHAPLAINCY

The dean of the chapel directs and supports programs for students focusing on spiritual and moral issues. Students help plan and lead many of these activities, including regular chapel services, special forums and lectures, small-group studies, spiritual renewal retreats, and volunteer community service projects. The dean of the chapel coordinates the work of the adjunct Catholic chaplain, the adjunct Jewish chaplain, and other affiliated religious professionals who serve the campus, and also is available for religious, crisis, and grief support and counseling.

Programs offered through the chapel office recognize the religious diversity of the Lewis & Clark community and seek to promote moral and spiritual dialogue and growth in a context of mutual support. Although the chaplaincy has its roots in the Presbyterian heritage of the college, chapel programs are ecumenical and the dean of the chapel supports all religious life programs that take place on campus. An Interfaith Council encourages dialogue among faith groups and provides religious life programming and policy recommendations.

ALUMNI ASSOCIATION

College of Arts and Sciences students become members of the Alumni Association upon graduation. Coordinated by the Board of Alumni and the Office of Alumni and Parent Programs, the association promotes regional and chapter events around the globe with the purpose of fostering connections among alumni, parents of current and former Lewis & Clark undergraduates,

and other members of the Lewis & Clark community, as well as providing opportunities for continuing education and lifelong learning. An annual cycle of on-campus events includes Homecoming in the fall, a winter alumni awards banquet, Albany Week in the spring, and Reunion Week in the summer. The Morgan S. Odell Alumni Gatehouse is the home of the Alumni Association, and includes a lounge available to small groups of alumni and students for meetings and social activities.

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 of alumni. Board members may 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 AND COMMUNITY ENGAGEMENT

Rich experiences outside the classroom are essential in the development of responsible, innovative leaders and citizens of the world. The Center for Career and Community Engagement assists students with identifying their goals and interests, and provides them with opportunities and resources for developing productive careers and rewarding lives. The center's staff can help students find meaningful short- or long-term volunteer experiences in the community, connect with Lewis & Clark alumni and other professionals, define career direction, cultivate effective leadership and job-search skills, and locate job opportunities and internships. Students can also use the resources of the center to prepare for and apply to graduate school. For more information, please visit go.lclark.edu/3CE.

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 www.lcpio-neers.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 sailing, men's soccer, women's indoor soccer, martial arts, Ultimate Frisbee, rugby, and lacrosse. Chartered club sports are eligible for partial funding through the Associated Students of Lewis & Clark. The clubs are student-directed and the level of competition varies from sport to sport.

VARSITY ATHLETICS

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 COLLEGE (ASLC)

Student government serves as a resource for individual students and student groups and provides a link to the staff, faculty, and administration. The Associated Students of Lewis & Clark (ASLC) is the College of Arts and Sciences' student representative, parliamentary governing body. There are two primary branches of student government at Lewis & Clark: the Senate, our legislative body, and the Cabinet, our executive branch.

The Senate consists of three student representatives from each class as well as representatives from the Student Media Board, International Students of Lewis & Clark, Multicultural Club Consortium, Student Alumni Association, and Student Athlete Advisory Committee. In addition to representing their constituencies, each senator is required to serve on a Senate committee. These include the Campus Activities Board, Community Relations Committee, Constitutional Affairs Committee, Finance Committee, Student Organizations Committee, Global Engagement Board, and Student Academic Affairs Board (SAAB). A chief justice is also elected to preside over the Peer Review Authority (PRA), which addresses student violations of the Code of Conduct.

The Cabinet is composed of the ASLC president, vice president, treasurer, secretary, Student Academic Affairs Board, Global Engagement Board chair, Campus Activities Board chair student organizations coordinator, and community relations coordinator.

There are countless opportunities for participation in ASLC. All students are encouraged to get involved.

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.

KLC Radio provides the Lewis & Clark community with internet-based audio programming and serves as an outlet for student expression and campus news.

KLC's primary focus is to provide a radio station for the Lewis & Clark community. With an in-house audio production facility, KLC gives students an opportunity to gain knowledge of basic audio production, operation, and administration. KLC also sponsors Sunburn, a live music festival, each spring. KLC can be found at klcradio.net. Students should consult with the Department of Communication regarding prerequisites for earning academic credit while participating in KLC.

Lewis & Clark Literary Review is a student-published annual collection of creative compositions from the Lewis & Clark community.

Living Mosaic is Lewis & Clark's annual journal of environmental expression.

Meridian is an annual publication dedicated to providing a forum for student views on international and cross-cultural issues.

(pause.) is an annual dramatic arts journal.

The Pioneer Log, Lewis & Clark's weekly student newspaper, reports campus and community activities and news of interest to students, faculty, and staff. The paper has opportunities on its staff for students interested in writing, photography, graphic design, art, editing, business, advertising, and promotion. Students may begin working for the *Pio Log* at any time during their enrollment at Lewis & Clark. Students should consult the Department of Communication regarding prerequisites for earning academic credit while working for the *Pio Log*.

Polyglot is an annual foreign language journal, featuring pieces in the various languages of its writers.

The Printshop is a student-run studio for printmaking in various forms (such as screen printing, letterpress, and woodblock). It promotes the production of independent and collaborative student media. The Printshop supports and inspires creative and independent publishing by offering skills-based workshops to students.

Synergia is an annual journal focused on gender issues and expression. It is published in the spring, in conjunction with the annual Gender Studies Symposium.

MUSIC

Music is an integral feature of life and a serious field of academic study at Lewis & Clark. A dedicated faculty of accomplished scholars, composers, and performers work in close contact with students in their chosen field. Students majoring in musicology, composition, ethnomusicology, music education, and performance present more than 100 concerts, symposia, and recitals each year. Department events include student recitals, solo and ensemble performances by faculty members, programs by visiting artists and scholars, and concerts by all of the performing ensembles at Lewis & Clark. These ensembles include the Wind Symphony, Jazz Combos, Orchestra, Musical Theatre, Javanese Gamelan, West African Rhythms, African Marimba, Cappella Nova, Community Chorale, and Women's Chorus. Participation is open to all students, not only to music majors.

The Department of Music also sponsors a weekly music hour, an informal potpourri of performances by student soloists and small ensembles. Music hour allows students to present works-in-progress in a more relaxed setting than a full recital.

Private lessons are available for all orchestral and band instruments, keyboard (piano, organ, and harpsichord), voice, guitar, jazz guitar, electric bass, drum set, composition, and electronic music. Lessons are also offered for non-Western instruments such as sitar, flamenco guitar, fiddle, mandolin, and individual instruments from the gamelan. Students may begin instrumental or vocal lessons without previous experience. The Department of Music maintains a large

inventory of instruments, which are available to students enrolled in lessons. Students of outstanding academic and musical ability are eligible for music scholarships. Consult the Department of Music for details.

FORENSICS

The forensics squad at Lewis & Clark is open to any full-time student in good standing. Lewis & Clark 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, the National Parliamentary Debate Association Tournament, and the National Parliamentary Tournament of Excellence. The program also supports an active on-campus and community public forum.

Forensics is a cocurricular activity sponsored by the Department of Communication. Students should consult the department regarding prerequisites for earning academic credit while participating in the program.

THEATRE

Fir Acres Theatre provides opportunities during the year to students who want to act; direct; write plays; design lights, 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 and the selection of plays represents both the most exciting new work being written and the best of the classics. Participation in a production is open to any full-time student, and the department adheres to a policy of nontraditional or color-blind casting. Students receive credit for production work.

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 Practices.

RECOMMENDED ACADEMIC PREPARATION

Admission to Lewis & Clark is selective. The most important factors in determining admission to the College of Arts and Sciences are the quality of a student's academic program and the grades earned in college preparatory courses. The Admissions Committee also considers writing ability, quantitative skills, standardized testing, leadership, community service and work experience, personal interests, cocurricular activities and talent, and expressed interest in Lewis & Clark.

Lewis & Clark recommends that first-year students have completed a high school curriculum including a minimum of the following:

English.....	4 years
Mathematics.....	4 years
History/social studies.....	3-4 years
Foreign language (same language preferred).....	2-3 years
Laboratory science.....	3 years
Fine arts.....	1 year

Students who have performed well in Advanced Placement, International Baccalaureate, or honors courses are given preference in the admission process. The Admissions Committee may consider applicants whose academic preparation is different from that described above if other aspects of their record indicate potential for success in Lewis & Clark's academic program.

Home-schooled students are encouraged to apply via Lewis & Clark's Portfolio Path to Admission (described below) and to contact the admissions office to discuss the best ways to present their academic preparation to the committee. Lewis & Clark recommends that home-schooled applicants take the ACT or complete a GED to meet regulations for federal financial aid. For more information on our evaluation of home-schooled applicants, please contact the Office of Admissions.

SCHOLASTIC ASSESSMENT TEST OR AMERICAN COLLEGE TEST SCORES

With the exception of international students, students applying through Lewis & Clark's Portfolio Path to Admission, and transfer students with at least 61 transferable semester credits, the College of Arts and Sciences requires all applicants to submit SAT or ACT scores. First-year applicants should take one of these tests before February 1 of their senior year and arrange to have the scores sent to Lewis & Clark, either by the testing agency or on an official high school transcript.

PORTFOLIO PATH TO ADMISSION

Lewis & Clark has offered the test-optional Portfolio Path to Admission since 1991. Students electing this application plan must submit an academic portfolio and two academic teacher recommendations: one from an English, social studies, or foreign languages/literature teacher and one from a math or science teacher. Applicants may choose whether to submit standardized test scores. All other requirements for admission remain the same.

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, 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 a portfolio that demonstrates to the Admissions Committee the student's intellectual curiosity, depth and breadth of curriculum, and preparation for college work.

APPLICATION OPTIONS

Students may apply online via the Common Application (www.commonapp.org). If students use this option, the application fee is waived. Students who prefer to apply using a paper application must use the Common Application form, which is readily available from high school counseling offices and at the website above. There is a \$50 application fee for using the paper form.

TRANSFER ADMISSION

Transfer students—about 60 of whom enroll each year—bring a welcome maturity and diversity to Lewis & Clark and are an important part of the entering student group. Students are considered transfer applicants if they have completed 12 or more semester credits of college-level work after graduating from high school or earning the GED. They are admitted on the same selective basis as first-year students and are eligible for financial aid and campus housing. Transfer applicants are expected to have achieved their preparation for Lewis & Clark through high school and early college coursework, and to have further demonstrated their ability to succeed by doing well in an appropriate

selection of courses. Lewis&Clark encourages transfer applicants to visit the campus and schedule an interview with the transfer coordinator.

TRANSFER APPLICATION

A complete transfer application must contain the following:

- Online (free) or paper (\$50 fee) Common Application with personal essay.
- Common Application Supplement.
- 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 transcripts from each college or university attended.
- SAT or ACT scores. Unless they will have completed two years of transferable college work (92 quarter credits or 61 semester credits) before enrolling at Lewis & Clark, transfer students are required to provide test scores on their high school transcript or from the appropriate testing agency.
- Recommendation from a college professor.
- College Official's Report form.

TRANSFER CREDIT POLICIES

Transfer students generally receive full credit for satisfactory work completed at other regionally accredited colleges and universities in courses judged to be equivalent to those offered at Lewis & Clark. Preliminary transcript evaluations accompany letters of acceptance. Coursework is evaluated for transferability only on a course-by-course basis. No "block" credit will be granted for associates or transfer degrees. Transfer credit is not granted for coursework with a grade below C (2.000), College-Level Examination Program (CLEP), life experience, credit by examination, or distance-learning courses, including online, correspondence, and televised courses. Credit may not be granted for college coursework completed over 20 years ago. Credit is also not granted for college courses used in any way for high school graduation. If a student has completed college-level coursework at a regionally accredited college or university, but is unable to present a high school diploma, a General Education Diploma (GED), or other high school equivalency diploma, courses will be evaluated for transfer credit on a course-by-course basis.

In order to be awarded a Lewis & Clark degree, students must fulfill the institution's academic residency requirement by completing at least 60 semester credits at Lewis & Clark out of the 128 semester credits required for the degree. Thus, a maximum of 68 semester credits may be transferred from other institutions. A maximum of 4 semester credits of physical education/activity may be transferred. One quarter credit equals .67 semester credits.

Transfer students must complete graduation requirements outlined in this catalog. After Lewis & Clark receives a reservation deposit and before the transfer student enrolls, the Office of the Registrar evaluates transcripts of all previous college work to determine credit that is transferable toward Lewis & Clark's General Education requirements. To determine whether courses completed elsewhere meet requirements for an academic major, students should consult the department or program chair of that major.

CAMPUS HOUSING REQUIREMENT

Because of the residential nature of Lewis & Clark, all new students are required to live on campus their first two years (four semesters). Students are exempt from this policy if they are living with their parent(s) in the Portland area, are married, have a dependent, or are 21 years of age or older. Entering transfer students with at least 28 semester credits of transferable college work are also exempt from the campus housing requirement.

FALL SEMESTER ADMISSION CALENDAR

First-Year Applicants

August 1: Application materials available.

November 1: Early Action (nonbinding) application deadline.

January 1: Early Action notification.

February 1: Regular Decision application deadline.

April 1: Regular Decision notification.

May 1: Early Action and Regular Decision tuition deposit¹ deadline (\$300).

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.

May 1: Tuition deposit¹ deadline (\$300).

MIDYEAR ADMISSION

First-year and transfer students may also be considered for January admission.

Evaluation is based on the criteria stated above and applicants are encouraged to apply as early in the fall as possible, but no later than November 1.

Notification is made after September 1 on a rolling basis.

DEFERRED ENROLLMENT

Admitted students may choose to defer their enrollment at Lewis & Clark for up to one year. A nonrefundable deposit is required to hold the student's place for a future semester. During the deferral period, a student may not attend another institution on a full-time basis. Full-time status is considered to be enrollment in 12 or more credits per semester. No more than 11 credits per semester 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 for more information.

ADVANCED STANDING

See Policies and Procedures, Advanced Standing in this catalog.

FURTHER INFORMATION

Students may obtain application information² by visiting www.lclark.edu or at

Office of 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 the transfer counselor directly at transfer@lclark.edu.

INTERNATIONAL STUDENT ADMISSION

As part of its commitment to international education, Lewis & Clark seeks to bring to the campus academically qualified students from diverse areas of the world. International student applicants are expected to be graduates of academically oriented secondary schools and meet entrance standards equivalent to those of U.S. applicants. The International Student Admissions Committee follows, as a minimum standard, recommendations for "U.S. institutions with selective admissions requirements" published by NAFSA: Association of International Educators, the National Association for College Admission

¹ See also Costs, Advance Deposits in this catalog.

² See also Application Options.

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

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

www.lclark.edu/offices/international

VISITING STUDENT PROGRAM

Each year Lewis & Clark welcomes a few guest students who are in good standing at other accredited U.S. colleges or universities. Students apply to attend Lewis & Clark for a semester or year while they are sophomores, juniors, or seniors.

Course registration for visiting students is on a space-available basis. No Lewis & Clark financial aid is available. Campus housing is a possibility if there are room vacancies; students should work directly with the residence life office if they choose to pursue this option.

To apply, the student must submit a letter stating why he or she wishes to enroll and his or her goals while here, along with the Lewis & Clark visiting student application form, official transcripts of his or her college/university work to date, two faculty recommendations, and a recommendation from the dean of students at his or her home institution. Lewis & Clark's Office of Admissions must receive all application materials by August 1 for fall admission and by December 1 for spring admission. Students who wish to stay more than one year must reapply to Lewis & Clark.

For further information contact the Office of Admissions at admissions@lclark.edu.

SPECIAL STUDENT PROGRAM

A special student is a non-degree-seeking student who wishes to take a course, or courses, for academic credit at Lewis & Clark.

Course registration for special students is on a space-available basis. No Lewis & Clark financial aid is available.

To apply, the student must submit a letter stating why he or she wishes to enroll and his or her goals while here, along with the Lewis & Clark special student application form, and official high school or college transcripts. Lewis & Clark's Office of Admissions must receive all application materials by August 1 for fall admission and by December 1 for spring admission. Registration for subsequent semesters is subject to review by the Admissions Committee.

For further information contact the Office of Admissions at admissions@lclark.edu.

SUMMER SESSIONS

Students in good standing at other accredited U.S. colleges or universities may enroll in summer session courses without applying for admission to Lewis & Clark.

Costs

Lewis & Clark, as a private institution, receives only modest support from federal and state funds. Revenues from tuition and fees cover approximately two-thirds the cost of services provided by Lewis & Clark. Income from endowment and gifts from trustees, alumni, and other friends of the institution meet the balance of these costs. Lewis & Clark reserves the right to change the charges for tuition, fees, and residence costs at any time and at the discretion of its Board of Trustees.

SUMMARY OF CHARGES

The annual tuition charge for the typical full-time undergraduate student is \$36,394. This is based on enrollment for two semesters. Students registered for fewer than 10 semester credits are charged tuition at the rate of \$1,819.70 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 Policies and Procedures for details.

The annual Associated Students of Lewis & Clark (ASLC) Student Body Fee for the typical full-time undergraduate student is \$238. 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 \$11.90 per semester credit.

The residence costs for students who live on campus are determined according to the room the student resides in and the meal plan he or she selects. Detailed information regarding room and meal plan charges can be found in the 2010-11 Costs chart, which appears later in this section.

The annual cost of Lewis & Clark's student insurance plan is \$1,528. This is based on enrollment for two semesters. Lewis & Clark requires that all degree-seeking and visiting undergraduate students have medical insurance coverage comparable to that offered through the school's comprehensive Student Health Insurance Plan. Students are afforded one opportunity each academic year to waive the school's coverage. The waiver deadline is the 15th day of the semester in which a student is eligible to complete a waiver. Eligible students who wish to decline the school's coverage must complete the insurance waiver online through the Aetna Student Health website (aetnastudenthealth.com). Students who do not submit an annual health insurance waiver will be automatically enrolled in coverage through the Student Health Insurance Plan.

The annual Green Energy Fee is \$85 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 form, available at go.lclark.edu/greenenergy. The form applies to the current academic year only.

All vehicles parked on campus must display a valid Lewis & Clark parking permit. Annual permits are sold at a rate of \$330 for individual commuters. Semester permits are sold at a rate of \$165 for individual commuters.

For information about summer session costs, refer to Summer Sessions, which appears later in this section.

SPECIAL COURSE FEES

Certain courses carry additional lab, studio, or other special fees. Using WebAdvisor (webadvisor.lclark.edu), students can view their class sections to verify which, if any, fees apply.

OVERSEAS AND OFF-CAMPUS PROGRAM FEE

Except for the Munich Program, the semester cost of overseas and off-campus programs is \$24,990. The annual (two-semester) cost of the Munich Program is \$30,368. 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.

ACADEMIC ENGLISH STUDIES PROGRAM FEES

Students who have been admitted to the Academic English Studies (AES) Program and who are not enrolled in the College of Arts and Sciences are assessed the AES semester charge. This charge is \$5,533. Those AES students registered for fewer than 12 credit hours are charged at the rate of \$461 per semester credit.

AES students are subject to the same charges as other College of Arts and Sciences students for the Associated Students of Lewis & Clark (ASLC) Student Body Fee, residence costs, student insurance plan, Green Energy Fee, and parking permits. The Costs chart that appears later in this section details these charges.

BOOKS AND SUPPLIES

Each student provides, at his or her own expense, the necessary textbooks, equipment, and instructional supplies. The cost of books and supplies is estimated at \$1,050 per year. Costs will vary depending on the curriculum and whether the student purchases new or used books. Payments for books and supplies are made directly to the bookstore, which is located on the first floor of Templeton Campus Center. The bookstore is also accessible online through the Lewis & Clark website.

FLEX POINTS

Flex 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.

ADVANCE DEPOSITS

A nonrefundable deposit of \$300 is required from all students who intend to enroll at Lewis & Clark's College of Arts and Sciences. The postmark deadline for receipt of this deposit is May 1. This deposit will be applied against the first semester charges on the student's account.

Students accepted for overseas or off-campus study must pay a nonrefundable deposit of \$300 within 30 days of acceptance to a program. This deposit will be applied against the charges for the overseas or off-campus program of study.

SPECIAL RATE FOR ADDITIONAL DEPENDENTS

Lewis & Clark 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.

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 typically is in mid-August. The spring deadline to settle student accounts typically is in mid-December. Thereafter, monthly statements will be generated if, for one reason or another, a student's account is carrying a balance due to the school.

As soon as they receive their statements, 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 statement of student account. 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 the E-Bill system and set up shared access to allow a designee or designees to view statements, as well as make payments. E-Bill is accessible through the Office of Student and Departmental Account Services' website at go.lclark.edu/student_accounts.

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. Student and Departmental Account Services will work with the student to determine the anticipated semester charges in order to ensure that registration and payment occur simultaneously.

NONPAYMENT OF CHARGES

Students owing Lewis & Clark and/or students who have not settled their charges will not be allowed to register or attend classes for future semesters. For an explanation of what it means to settle a student's account, please refer to Student and Departmental Account Services' website at go.lclark.edu/student_accounts. Lewis & Clark reserves the right to withhold grade reports, transcripts, and diplomas. Registration for future terms may be canceled as a result of an outstanding student account balance. Full payment of any balance due is required to facilitate the release of these documents and/or to clear a student for class re-registration. Additionally, past due balances not covered by fully processed financial aid are subject to late fees. Lewis & Clark reserves the right to assess late fees to all past due student accounts. Balances of \$999 and below are subject to a per semester \$10 late fee. Balances of \$1,000 and above are subject to a per semester \$100 late fee.

DISHONORED PAYMENTS

A \$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 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 their fall and spring semester costs in 10 interest-free installments, beginning July 15 and ending April 15. There is no payment plan available for summer expenses. To learn more about TMS or to set up a payment plan, visit www.afford.com.

Students who have established a TMS monthly payment plan will receive conditional credit on their student account each semester for that semester's portion of the contract. Payment plans terminated by TMS for nonpayment are returned to Lewis & Clark. Payment of the full balance outstanding for the semester is due to the school immediately upon termination. Refunds for credit 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 in certain circumstances.

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 Policies and Procedures. Lewis & Clark's policies allow for charges to be prorated based on the date of notification appearing on the completed Withdrawal form. Students are liable for charges in accordance with the adjustment policies below.

POLICY OF CHARGE ADJUSTMENT

Students who withdraw from Lewis & Clark must follow the withdrawal procedures explained in the Policies and Procedures section of this catalog. 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 the separate Financial Aid Withdrawal Policy detailed in Student Financial Services.

Tuition and the ASLC Student Body Fee are prorated on a per-day basis, based on the academic calendar, up to the 60-percent point in the semester. After the 60-percent point in the term, the charges for tuition and the ASLC Student Body Fee are not adjusted.

Room and board charges are prorated on a per-day basis through the date 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.

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

Lewis & Clark will process a student account refund only in cases where a credit appears on the student's account. Refunds are issued after the first day of classes each semester.

If the credit is the result of a reduction in a student's charges, the refund will be issued after all necessary adjustments are completed. 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. Financial aid still pending does not qualify for a refund. Summer financial aid cannot be released to student accounts and financial aid refunds will not be available prior to June 1.

Students are expected to apply any refunds resulting from financial aid to education-related costs such as off-campus living expenses, transportation, and/or books and supplies.

Credit balances will be refunded either via electronic payment 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 through WebAdvisor (webadvisor.lclark.edu).

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 the 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. In all other cases, student account credit balances will be refunded to the student.

2010-11 COSTS

Lewis & Clark reserves the right to change the charges for tuition, fees, and residence costs at any time and at the discretion of its Board of Trustees. The following charges are for a two-semester academic year.

<i>Tuition and Fees</i> ³	
Tuition ⁴	\$36,394
Associated Students of Lewis & Clark (ASLC) Student Body Fee ⁵ ...	\$238
Health Insurance (compulsory) ⁶	\$1,528
Green Energy Fee (fall semester only)	\$85

³ 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 (webadvisor.lclark.edu).

⁴ Students registered for fewer than 10 semester credits will be charged tuition at the rate of \$1,819.70 per semester credit.

⁵ Students registered for fewer than 10 semester credits will be charged the ASLC Student Body Fee at the rate of \$11.90 per semester credit.

⁶ Students are given one opportunity each academic year to waive the school's coverage. For information about waiving the health insurance fee, please refer to Costs, Summary of Charges in the General Information section of this catalog.

*Residence Costs*⁷

Double Room	\$5,058
Single Room	\$5,782
Campus Apartment	\$6,500
Board, 19 Meal Plan	\$4,590
Board, 14 Meal Plan	\$4,264
Board, 14 Flex	\$4,508
Board, 10 Flex	\$4,538
Board, 7 Flex	\$4,306
Flex Only	\$1,200

Please visit the Transportation and Parking website (go.lclark.edu/parking) for a listing of parking permit costs and regulations.

SUMMER SESSIONS

Tuition for summer sessions is charged on a per-credit-hour basis and is discounted from regular semester rates. Summer 2010 tuition is \$780 per credit. Please visit the Summer Sessions website (go.lclark.edu/college/summer) for the latest information about summer tuition and campus housing costs.

As with fall and spring offerings, some summer courses are subject to additional fees to help cover laboratory supplies, field trips, and other incidental expenses. To see if a fee applies, view the appropriate class section on WebAdvisor.

Payment of summer session tuition and fees is due on the first day of the summer session the student is attending. Lewis & Clark does not mail bills for summer sessions in advance of the payment due date. The consequences of carrying an outstanding balance are detailed under Nonpayment of Charges in this section.

Students who wish to withdraw from a summer session must follow the withdrawal procedures outlined in Policies and Procedures. 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 summer session are eligible for a full reversal of their tuition charge and any applicable class fee. Students who withdraw after the second day⁸ are not eligible for any adjustment to their charges.

Student Financial Services

DIRECTOR: GLENDI GADDIS

Lewis & Clark recognizes the significant financial commitment required of students and their families in pursuit of higher education, as well as the challenges faced by some in meeting that commitment. While the primary responsibility for financing education lies with each student and his or her family, Lewis & Clark is committed to working in partnership with students and their families to make a Lewis & Clark education an attainable goal. Financial assistance in the form of gift aid (grants and scholarships) and self-help aid (work-study and loans) is offered through the Office of Student Financial Services.

Approximately 72 percent of Lewis & Clark's undergraduate students receive some form of financial assistance, with individual aid packages ranging from

7 A meal plan is obligatory for all students who live on campus. Flex is value placed on a student's ID card, which a student uses like a declining balance. One flex point equals \$1 in value. Points carry over from fall semester to spring semester. At the end of the academic year, any unused points are lost.

8 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.

\$500 to \$49,228 a year. Over \$33 million in financial aid from Lewis & Clark, federal, and state resources is distributed annually.

The financial aid programs described in this catalog are available to Lewis & Clark undergraduates. Financial aid programs for graduate and law students are described in the appropriate catalogs.

APPLYING FOR FINANCIAL AID

To receive financial assistance from Lewis & Clark, students must be admitted as degree-seeking students to Lewis & Clark, must be U.S. citizens or eligible noncitizens, must not be in default on educational loans or owe repayment of federal grant funds, and must be making satisfactory academic progress toward graduation (as defined on later in this section).

First-year students entering the College of Arts and Sciences are eligible to receive 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 will 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). Students who wish to be considered for need-based funding from Lewis & Clark resources must also complete the CSS Profile administered by College Board. Students who entered Lewis & Clark prior to the fall 2008 semester may apply for need-based Lewis & Clark funding by submitting only the FAFSA.

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 March 1 priority filing date, demonstrate the same level of financial need, and make satisfactory academic progress toward graduation. Students who submit aid applications after the March 1 priority filing date are awarded aid subject to the availability of funds. Changes in a student's demonstrated need may result in an adjustment to the financial aid package offered. Lewis & Clark reserves the right to adjust aid awards if actual funding for aid programs differs from anticipated levels.

Financial need is defined as the difference between the standard cost of attendance budget—which includes allowances for room and board, books and supplies, miscellaneous personal expenses, and transportation, as well as tuition and fees—and the amount a family is expected to contribute toward meeting that total. Lewis & Clark uses a 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.

The qualitative standard required by the Satisfactory Academic Progress Policy is that a student must maintain a cumulative GPA of at least 2.000 at all times. This standard is measured at the end of fall and spring semesters.

The quantitative standard is measured each year at the end of the spring semester. To remain in compliance with the Satisfactory Academic Progress Policy for financial aid eligibility, students have a maximum of nine semesters of college work in which to complete their degree programs. Therefore, in order to meet the quantitative standard, they must have earned the following number of cumulative credits by the end of the spring semester:

Number of semesters attended	Cumulative credits required	Number of semesters attended	Cumulative credits required
1	14	6	84
2	28	7	98
3	42	8	112
4	56	9	128
5	70		

Lewis & Clark Institutional Aid Eligibility

Lewis & Clark will grant eight semesters of institutional aid to students who enter the College of Arts and Sciences as first-time students. Institutional aid eligibility is prorated for transfer students as noted below.

Transfer Credit and Summer Enrollment

All semesters of enrollment will be counted toward the nine-semester maximum time frame, whether or not the student received aid during a particular semester. This includes semesters at Lewis & Clark and coursework accepted for transfer credit at Lewis & Clark. Credits earned prior to enrollment at Lewis & Clark will impact the maximum time frame for degree completion as follows:

Credits transferred	Semester equivalency	Semesters remaining	Lewis & Clark aid semesters remaining
0-13	0	9	8
14-28	1	8	7
29-41	2	7	6
42-55	3	6	5
56-68	4	5	4

Summer credits at Lewis & Clark and credits earned elsewhere between periods of Lewis & Clark enrollment will impact the maximum time frame as follows:

Credits transcribed from a single period of enrollment ⁹	Semester equivalency
0-5	0
6-13	0.5
14+	1

Credits Earned Prior to College Enrollment

Transfer credits not associated with enrollment at a college or university do not count toward the maximum time frame for degree completion. Such credits, including Advanced Placement (AP) and International Baccalaureate (IB) credits, do count toward graduation as part of the student's cumulative credits earned.

Unsatisfactory Completion of a Course

Withdrawal (W), a course grade of Incomplete (I), a grade of F, or a No Credit designation is not considered satisfactory completion of a course. Course credit for an Incomplete (I) course can be counted only if the course requirements are completed within the time prescribed by Lewis & Clark. A total semester withdrawal will count as one semester toward the maximum time frame of nine semesters. If Lewis & Clark institutional aid was used to cover any portion of the costs associated with the total withdrawal semester, it will count toward the eight semester maximum of Lewis & Clark aid.

Course Repetitions

A repeated course is one in 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.

Noncredit Remedial Coursework

A maximum of four credits of remedial coursework that do not count toward graduation requirements (e.g., earned through Mathematics 055 and certain Academic English Studies courses) will count toward the quantitative component. If the remedial coursework is graded, grades will count toward the qualitative component. If the remedial coursework is not graded, it will not count toward the qualitative component. Remedial coursework will count toward full-time status during the semester in which the course is taken.

Changes in Major

Changes to a student's major do not change any of the satisfactory academic progress 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. The maximum number of semesters of aid eligibility will be prorated as for transfer students.

Part-Time Enrollment

Part-time students must maintain the qualitative standard of a cumulative GPA of at least 2.00 at all times. Quantitative standards will be prorated for students enrolled less than full-time.

⁹ A single period of enrollment is defined as a single summer semester at Lewis & Clark (Session I and/or Session II) or a single semester or quarter of enrollment at another institution.

Student Notification

Following a semester in which a student does not meet the satisfactory academic progress standards, he or she is given 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 are notified that their aid eligibility is suspended, but are offered the opportunity to appeal. Similarly, students who successfully reestablish satisfactory academic progress after a period of conditional aid eligibility but who in a later semester fail to meet the standards are notified that their aid eligibility has been suspended, but offered the opportunity to appeal. All satisfactory academic progress notifications will be copied to the student's academic advisor. Notices for students whose aid eligibility has been suspended will also be copied to the director of academic advising.

Appeal Process

Petition letters submitted to Student Financial Services should include an academic plan endorsed by the academic advisor or other faculty/advising staff member acting in that capacity. In the petition letter, 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. Appeals may be submitted by students who fail to meet the qualitative, quantitative, and/or maximum time frame requirements. Upon review of a student's petition letter and supporting documentation, a further period of conditional aid eligibility may be granted. The letter granting the student this further conditional period of aid eligibility will outline the benchmarks that must be met to regain unconditional aid eligibility. A copy of the letter will be sent to the student's academic advisor. A student who meets the conditions outlined in the letter will be considered to have reestablished satisfactory academic progress.

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, satisfactory academic progress is reestablished by raising the Lewis & Clark cumulative GPA to 2.00. This may be done 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 2.00 qualitative requirement.

In cases where a student has failed to meet the quantitative requirement, satisfactory academic progress may be reestablished by getting a grade change for a course incorrectly graded as Failed, by completing work for a course graded Incomplete, by taking additional credits in a subsequent semester, or during a summer semester at either Lewis & Clark or another institution for transfer to Lewis & Clark.

Impact of Academic Standing on Financial Aid Eligibility

Students who are placed on academic probation by Lewis & Clark are considered to be no longer in good academic standing and therefore not eligible to receive financial aid. This applies even if the student is in compliance with the Satisfactory Academic Progress Policy for financial aid eligibility. Students placed on probation may use the appeal process described above to petition for reinstatement of their financial aid eligibility.

WITHDRAWAL POLICY

Students who have received financial aid and withdraw from the College of Arts and Sciences during a semester will receive their refund (if any) after the required portion of their financial aid is returned to the aiding programs. Financial aid is applied to a student's charges on a prorated per-day basis derived from the number of days in the academic calendar up to the 60-percent point in the semester. After that point, 100 percent of the aid is applied to the student's account. The date of notification appearing on the completed Withdrawal form filed with the Office of the Registrar is the date used for determining the amount of financial aid that will be applied to the student's account. Recalculation of financial aid for students who withdraw during a semester is based on the following formula: Percent of aid applied equals the number of days completed up to the date of withdrawal divided by the total number of days in the semester. Students are encouraged to meet with a counselor in the Office of Student Financial Services to discuss the financial aid implications of withdrawal prior to beginning the withdrawal process.

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 Scholarship⁹ 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 based on continued academic excellence. In addition to the scholarship, each Neely scholar entering in fall 2009 or later 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 director of academic awards and grants. Neely scholars are expected to complete 32 semester hours per academic year, of which at least 24 are graded, and maintain a cumulative grade point average of 3.300 or higher.

Trustee Scholarship⁹ Up to 10 half-tuition scholarships are awarded to entering first-year students who demonstrate a commitment to learning that characterizes the best of Lewis & Clark students. Special preference is given to students committed to studying science and natural systems or intercultural and international issues. Recipients are selected from a pool of outstanding applicants identified by the Office of Admissions. Scholarships are renewable based on continued academic excellence. In addition to the scholarship, each Trustee scholar entering in fall 2009 or later 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 director of academic awards and grants. Trustee scholars are expected to complete 32 semester hours per academic year, of which at least 24 are graded, and maintain a cumulative grade point average of 3.300 or higher.

⁹ The amount of these scholarships is based on tuition and fees, including ASLC fees. See Summary of Charges in this catalog for details.

Dean's Scholarship More than 100 scholarships based on academic program and performance are available to entering first-year and transfer students. For students entering the College of Arts and Sciences in fall 2009 or later, the value of the scholarship is 25 percent of tuition. Scholarships are renewable for three additional years based on continued academic excellence as measured by a GPA of 3.0 or higher.

Leadership and Service Award These awards recognize students who have combined outstanding academic performance with exemplary leadership and/or service to their school or community. For students entering the College of Arts and Sciences in fall 2009 or later, the value of the award is 25 percent of tuition. The award is renewable for three additional years based on continued leadership and/or service activities and maintenance of a cumulative GPA of 2.8 or higher.

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 Communication.

R.B. Pamplin Corporation Scholarship Two \$2,500 scholarships are awarded each spring to currently enrolled sophomore students for use in their junior and senior year. Students are invited to apply based on academic merit. Recipients are selected by a faculty committee, with consideration given to community and college service as well as academic performance.

Alumni Leadership Scholarship Scholarships are awarded to upperclass students 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.

Ben B. Cheney Foundation Scholarship Five \$2,000 scholarships are awarded each spring to currently enrolled first-year students for use in their sophomore year. An additional five \$2,000 scholarships are awarded each spring to currently enrolled junior students for use in their senior year. Students are invited to apply based on academic merit. Recipients are selected by a faculty committee, with consideration given to community and college service as well as academic performance.

National Merit Herbert Templeton Scholarship Awards of \$1,000 are awarded to entering first-year students who have been selected as National Merit Scholars and have named Lewis & Clark as their first-choice college with the National Merit Corporation prior to May 1. To qualify, applicants must take the Preliminary Scholastic Assessment Test (PSAT) no later than their junior year of high school. Additional information is available through high school counselors or the National Merit Corporation.

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 upperclass 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. Faculty members in the Department of Economics department annually award the scholarship 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. Upperclass students with a strong academic record, 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 upperclass 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 faculty 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 two upperclass students who demonstrate excellence in biology, financial need, and a love of the outdoors to receive scholarships. The Department of Art annually selects an upperclass student 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 upperclass 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 Student Financial Services of funding they are awarded from any external sources. If a student's financial aid award must be revised because of external scholarships, Lewis & Clark normally looks

first at the loan and 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.

Academic Competitiveness Grant (ACG) Federally funded grants are awarded to students who meet the program's specific requirements, including receipt of the Federal Pell Grant and completion of a rigorous secondary school program of study recognized by the Department of Education. Up to \$750 may be received for the first academic year of study and up to \$1,300 for the second year of academic study.

Natural Science and Mathematics Access to Retain Talent (SMART) Grant Federally funded grants of up to \$4,000 for the third and fourth academic years of study are awarded to students who meet the program's specific requirements. Recipients must have at least a 3.000 cumulative grade point average and major in mathematics, science, technology, engineering, or critical foreign languages as defined by the Department of Education.

Oregon Opportunity Grant Students who are residents of Oregon may be eligible to receive assistance funded by the state. Eligibility criteria and award amounts are determined by the Oregon Student Assistance Commission.

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 to meet the demonstrated financial need of a student, do not accrue interest during periods of at least half-time enrollment, the six-month grace period prior to entering repayment, 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. As of July 1, 2010, Federal Direct Subsidized Loans for undergraduate students carry a fixed 4.5 percent interest rate and Federal Direct Unsubsidized Loans carry a fixed 6.8 percent interest rate. Up to 1.5 percent of the gross loan amount is withheld as fees at disbursement and up to .05 percent of the gross loan amount may be credited back as an interest rebate. 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.

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. Up to 4 percent of the gross loan amount will be withheld as fees at disbursement. The interest rate is fixed at 7.9 percent. Repayment begins within 60 days of the last disbursement of funds. Lewis & Clark requires submission of the FAFSA to determine eligibility for the Federal Direct PLUS Loan. For additional information, contact the Office of Student Financial Services.

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 \$8.40 to \$9.40 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 and are not receiving grants or scholarships from Lewis & Clark resources. Students must 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.

Campus Buildings

The Lewis & Clark campus has developed through the gifts of many individuals since the institution purchased the Fir Acres estate on generous terms from the Lloyd Frank family and moved to Palatine Hill in 1942.

FIR ACRES ESTATE

The Frank Manor House, a 35-room Tudor-style mansion designed by architect Herman Brookman and built in 1924-25, was the centerpiece of the 63-acre estate, which also included a cottage-style gatehouse, a conservatory, and a rose garden. Today the Frank Manor House serves as the administrative core of Lewis & Clark. It houses the Offices of the President, Vice President and Provost, and College of Arts and Sciences Admissions, as well as the Business Office.

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

The Morgan S. Odell Alumni Gatehouse, a stone and brick building that was part of the original Frank estate, stands at the main entrance to the campus. Originally the home of the estate's head gardener, it has since served Lewis & Clark as the president's home, a residence hall, and administrative offices. It currently houses the Office of Alumni and Parent Programs. The Estate Gardens include four terraces sloping down from the manor house to the rose garden and overlooking Mount Hood to the east.

Designed by Brookman as service buildings for the estate, the Albany Quadrangle is distinguished by its dovecote topped by an ornate weathervane. The building, named for Lewis & Clark's origin as Albany College, was extensively renovated and expanded in 2002. It houses the Offices of the Dean of the College of Arts and Sciences, Academic Advising, Overseas and Off-Campus Programs, Student Support Services, Health Promotion and Wellness, and Summer Sessions; the Writing Center; the Center for Career and Community Engagement; 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. Originally a science building, BoDine now houses 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. Also located on the roof is a research greenhouse.

Construction of the Campus Safety building, located near the Chapel and the Gatehouse, began in 1976. Visitor Information is located here.

In 1996 Lewis & Clark opened a cluster of academic buildings designed by Thomas Hacker and Associates. The James F. Miller Center for the Humanities, Fred W. Fields Center for the Visual Arts, and south wing of the Aubrey R. Watzek Library (see below) surround the Alumni Circle, which was designed to echo the cobblestone circle to the south across the Estate Gardens. The circle's

name honors Lewis & Clark's alumni, especially the alumni donors whose names are inscribed on steps and on a plaque at the edge of the circle.

The Fields Center, home to the Department of Art, is named for donor Fred W. Fields, trustee and former president of Coe Manufacturing Company. Within Fields Center, support for the photography studio came from Julia M. Robertson, a '94 graduate in art, and the Eastman Kodak Company; and for a faculty office space from Julia Robertson's parents, Mr. and Mrs. William S. Robertson. Former trustees Wood Arnold and Anne Arnold, parents of an alumnus who majored in art, provided support for the student art gallery. The graphic arts laboratory is named for the E.L. Wiegand Foundation; additional support for the computer graphics program came from Hans and Mary Jane Wurster, parents of a 1995 graduate in art. The painting studio is named for Patti Babler and life trustee Lloyd Babler '57, parents of an alumna, and a lecture room is named for the Collins Foundation. The drawing porch overlooking the Estate Gardens from the east end of the building is named for Samuel C. Wheeler, a life trustee.

The Miller Center provides 13 classrooms and houses the Departments of English, Foreign Languages, and History. James F. Miller, investment advisor and philanthropist for whom the building is named, was a life trustee of Lewis & Clark. Auditoriums on the ground floor are named for Keith E. Lindner '81 and for Mary Bishop, life trustee, and Broughton Bishop, parents of an alumnus. The Interactive Learning Center on the second floor is dedicated to the W.M. Keck Foundation. Classrooms are named for William K. Blount, life trustee; the Collins Foundation; the late W. Burns Hoffman, trustee; Wan Koo Huh, parent of a Lewis & Clark alumna, former trustee; Charles J. Swindells '66, life trustee; Bruce Willison, life trustee, and Gretchen Willison; and the late John Harrington, professor of philosophy from 1946 to 1975.

Howard Hall, named for John R. Howard, Lewis & Clark's second president on Palatine Hill and a steward of the social sciences, was dedicated in 2005. The building brings under one roof the instructional and office spaces of nearly all of the College of Arts and Science's social science disciplines: communication, economics, environmental studies, gender studies, international affairs, philosophy, religious studies, political economy, political science, and sociology and anthropology. Howard Hall also houses Lewis & Clark's Copy Center. Howard Hall sets a new standard for energy efficiency and adaptability in Lewis & Clark's use of "green" architectural materials to minimize the building's ecological impact. A conference room is dedicated in memory of James F. Miller, and classrooms are dedicated to the Meyer Memorial Trust; the Ben B. Cheney Foundation; Arthur Throckmorton, associate professor of history from 1950 to 1962; Donald G. Balmer, U.G. Dubach Professor Emeritus of Political Science, with gratitude to Christopher E. Jay '72 and M. Beth Miller '73, trustees; Benjamin A. Thaxter, professor of English and biology from 1939 to 1952; and T.J. Edmonds, professor of business administration from 1947 to 1960.

LIBRARY

Named for Portland lumber executive and philanthropist Aubrey R. Watzek, the Watzek Library opened in 1967 and was renovated in 1994-95 to more than twice its previous size. In designing the renovation, architect Thomas Hacker retained important elements of Paul Thiry's original design, highlighting the library's strategic location on campus with window expanses overlooking surrounding trees. The new design also enhanced the library's central educational role with space that welcomes students and faculty and provides for the library's collections, equipment, and study areas.

The central space of the Watzek Library is the Monroe A. Jubitz Atrium, named for a Lewis & Clark benefactor and longtime trustee and life trustee. The

large reading room in the south wing is named for James E. and Jane T. Bryson. Jane Templeton Bryson, for whose family Templeton Campus Center is named, is a life trustee. Also in the south wing, two large halls are named to honor foundation donations: the lower level for the M.J. Murdock Charitable Trust, and the upper level for the Meyer Memorial Trust.

Additional spaces in the library include the Dr. Robert B. Pamplin Jr. Society of Fellows Room (see Pamplin Society in this catalog); the Ann J. Swindells Seminar Room, named for a life trustee; the Claude and Louise Rosenberg Director's Office Suite, named for the parents of an alumnus; and the Christopher E. Jay '72 New Book Lounge. An Information Technology classroom is named for Laurence Whittemore, parent of an alumna.

The Lewis and Clark Heritage Room at the center of the library houses special collections. Furnishings in the Heritage Room were the gift of the late Eldon G. Chuinard, who also donated his extensive collection of materials on the Lewis and Clark Expedition. With the addition in recent years of other significant collections on Lewis and Clark, the institution now holds the finest known collection of printed materials on the expedition. Also in the Heritage Room is the William Stafford collection, which includes the published works of the noted 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 is located in the library, and the Ronna and Eric Hoffman Gallery of Contemporary Art occupies the ground floor of the south wing addition. The gallery is named for life trustee Ronna Hoffman and her husband, Eric Hoffman.

CHAPEL

Agnes Flanagan Chapel, designed by Paul Thiry, was dedicated in 1969. George and Agnes Flanagan donated approximately half of the total cost of the 16-sided structure. They also initiated the fund that would bring an 85-rank Casavant organ to the chapel. With seating for 600 people, the chapel serves as a meeting place for lectures, musical performances, and religious services. It also houses the Office of the Dean of the Chapel. The Wallace Howe Lee Memorial Bridge, the broad walkway into the main entrance, was named for the former president and lifelong friend of Albany College. The statues that flank the bridge, depicting the gospel writers Matthew, Mark, Luke, and John through Northwest Coast Indian images, are by the late artist Chief Lelooska.

ATHLETICS FACILITIES

Pamplin Sports Center was designed by Stanton, Boles, McGuire, and Church and opened in 1969. The building is named in recognition of the Pamplin family's service and leadership at Lewis & Clark. Robert B. Pamplin Sr. joined the Board of Trustees in 1956, was twice elected chair, and was named a life trustee. His son, Dr. Robert B. Pamplin Jr., earned degrees from Lewis & Clark in 1964, 1965, and 1966. Now a life trustee, 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, aerobics room, locker rooms, a theatre-style classroom, 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 polyurethane track. Graham Griswold, trustee and chair of the Board of Trustees, donated most of the materials to construct the stadium in 1953. Lights were added in 2003.

The playing surface in Griswold Stadium, Fred Wilson Field, is named in honor of the former Pioneers coach, professor, and director of athletics. It was renovated in 2010 with AstroTurf GameDay Grass 3D, a state-of-the-art layered turf. The level field drains vertically and features an irrigation system to reduce heat and enhance the playing condition of the surface. The field also has full inlaid markings for soccer and football.

Eldon Fix Track is named for Eldon Fix, Lewis & Clark track and field coach from 1946 to 1981. The track was renovated in 1991 and resurfaced in 1999.

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—three outdoor courts and three 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.

Platt-Howard Hall, completed in 1960, is named for two men who made significant contributions to the quality of life at Lewis & Clark. Clemmer Platt served as secretary to the Board of Trustees for 28 years. Charles Howard was dean of the College of Arts and Sciences from 1944 to 1958 and vice president from 1958 to 1963. Stanton, Boles, McGuire, and Church designed Platt-Howard.

In 1963 Copeland Hall was dedicated to Joseph and Helen Copeland. He was a philanthropist, lumber executive, and life trustee. She was a past president of the Women's League of Lewis & Clark.

The Forest residence complex consists of five buildings named for Pacific Northwest trees: Alder, Juniper, Manzanita, Ponderosa, and Spruce. The Tamarack Lounge is a central location for student gatherings.

Hartzfeld Hall was designed by Paul Thiry and named for Freeda Hartzfeld Jones, dean of women and assistant to the president from 1943 to 1968. In 2002, Lewis & Clark completed three 56-bed residence halls (West Hall, Roberts Hall, and East Hall) designed specifically for junior and senior students. Roberts Hall is named in honor of the late Rev. Harold Roberts and Gertrude Roberts, the parents of donor Maggie Roberts Murdy. It also houses Maggie's Café. East Hall contains a student recreation center and the Office of the Dean of Students and Chief Diversity Officer.

TEMPLETON CAMPUS CENTER

Built in three stages, Templeton Campus Center opened in 1956. The main student dining room, Arthur L. Fields Dining Room, is named for the 1962-63 chair of the Board of Trustees. Edward Stamm, for whom Stamm Dining Room

is named, was a Lewis & Clark trustee and chair of the board. The courtyard that lights the inner rooms of Templeton is named for Thornton Munger, who was a Lewis & Clark trustee.

The Thayer Rooms are named for Lewis Thayer, professor of chemistry from 1946 to 1973 and a former dean of faculty. The U.G. Dubach Computer Lab is named for the professor who founded the political science department. Edward Geary, for whom the Geary Room is named, was the third president of Albany College and one of its founders. The Monteith Room is named for Monteith family members who played a central role in founding Albany College in 1867. The Gray Room is named for William Henry Gray, whose daughter was a donor to Lewis & Clark for many years. The Council Chamber, added in 1963, is modeled after the Assembly Hall of the United Nations in New York.

Successive renovations of Templeton Campus Center from 1990 to 2008 brought under one roof all the major undergraduate student organizations as well as most administrative offices directly serving students. Facilities include the offices of Bon Appétit Food Service, Campus Living, College Outdoors, International Students and Scholars, Multicultural Affairs, the Registrar, Student Activities, 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 SCHOOL

Five years after the 1965 merger of Northwestern College of Law with Lewis & Clark College, the law school's three-building complex overlooking forested Tryon Creek State Park was completed. The Paul L. Boley Law Library is named for the late Oregon attorney, trustee of the Murdock Charitable Trust and first chair of the Law School Standing Committee. The Chester E. McCarty Classrooms building is named for a 1929 graduate of the law school who was a Lewis & Clark trustee and member of the law school's Board of Visitors and Standing Committee.

The Gantenbein Building was named for Judge John Gantenbein, son of Judge Calvin Gantenbein, the school's second dean. During World War II, John Gantenbein pledged all of his personal assets to keep the school going. Gantenbein houses the Legal Writing Center, Career Services, and student organizations. The Legal Research Center, completed in 1977, is named in honor of William Swindells Sr., a member of the Board of Trustees and the Law School Standing Committee. He requested his name not be on the building. The Legal Research Center houses a cafeteria, student lounge, faculty offices, research facilities, meeting rooms, and student services.

Wood Hall was named for the late Louise Wood and Erskine Wood Sr., a noted admiralty lawyer. Dedicated in 2002, Wood Hall, along with the renovated Boley Library, is the first phase of major renovation and expansion. The building houses the environmental and natural resources and business law programs as well as faculty and staff offices, classrooms, student organization offices, a computer lab, a reading room, and a rare books room.

SOUTH CAMPUS

In 2000, the Lewis & Clark campus was enlarged to include 18 acres located immediately to the south of the Fir Acres estate. The former Hamilton F. Corbett estate had been owned and used as a retreat center by the Sisters of St. Francis of Philadelphia since 1943—one year after Lewis & Clark moved to the Fir Acres estate.

The mansion on the Corbett estate, finished in 1929, was the first solo commission for architect Pietro Belluschi, who during the following three decades

went on to design and inspire some of this nation's most impressive and stately buildings. Frederick Olmsted, son of the architect who laid out Central Park in New York City, designed the gardens. The Franciscans later added other buildings and facilities to accommodate the needs of their retreat and conference center.

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

COOLEY HOUSE

In 2001, Sue D. Cooley, widow of Edward H. Cooley, the founder and longtime head of Precision Castparts Corporation, donated the Cooley family home for use as a presidential residence. The house was designed in an English Tudor style by architect Ellis F. Lawrence in 1920 for Cameron Squires. The Olmsted Brothers designed the landscaping of the eight-acre estate, which is located in the Dunthorpe neighborhood near Lewis & Clark. In addition to serving as the president's home, the newly renovated Cooley House provides a venue for hosting a variety of Lewis & Clark functions.

Faculty

Lewis & Clark has 119 tenured and tenure-track faculty members and 8 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 2010-11 academic year. For information about faculty members' teaching fields, see faculty listings under each department.

FULL-TIME FACULTY

Nicole Aas-Rouxparis, professor of French. Ph.D. 1984, M.A. 1976 University of Oregon. B.A. 1969 Portland State University.

Paul T. Allen, assistant professor of mathematics. Ph.D. 2007, M.S. 2003 University of Oregon. B.S. 2001 University of Puget Sound.

Katharina Altpeter-Jones, associate professor of German. Ph.D. 2003 Duke University. M.A. 1995 Bayerische Julius-Maximilians-Universität, Würzburg, Germany.

Linda Isako Angst, assistant professor of anthropology. Ph.D. 2001, M.Phil. 1993 Yale University. M.A. 1990 University of California at Berkeley. B.A. 1977 Kenyon College.

Stephanie K. Arnold, professor of theatre. Ph.D. 1977, M.F.A. 1972, M.A. 1971 University of Wisconsin at Madison. B.A. 1969 Stanford University.

Lyell Asher, associate professor of English. Ph.D. 1990, M.A. 1984 University of Virginia. B.A. 1980 Vanderbilt University.

Jane Monnig Atkinson, interim president, vice president and provost, and professor of anthropology. Ph.D. 1979, M.A. 1972 Stanford University. A.B. 1971 Bryn Mawr College.

Therese Augst, assistant professor of German. Ph.D. 1997, M.A. 1992 University of California at Santa Barbara. B.A. 1989 University of California at Davis.

Kellar Autumn, professor of biology. Ph.D. 1995 University of California at Berkeley. B.A. 1988 University of California at Santa Cruz.

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

Eleonora Maria Beck, James W. Rogers Professor of Music. Ph.D. 1993, M.Phil. 1991, M.A. 1989 Columbia University. B.A. 1983 Barnard College.

David M. Becker, senior lecturer in music and director of bands. M.M.E. 1975, B.M. 1971 University of Oregon.

Stephen Dow Beckham, Dr. Robert B. Pamplin Jr. Professor of History. Ph.D. 1969, M.A. 1966 University of California at Los Angeles. B.A. 1964 University of Oregon.

Debra Beers, senior lecturer in art and program head of drawing. M.F.A. 1980, M.A. 1979 University of Iowa. B.A. 1976 Western Washington University.

Clifford T. Bekar, associate professor of economics. Ph.D. 2000, M.A. 1992, B.A. 1990 Simon Fraser University.

Anne K. Bentley, assistant professor of chemistry. Ph.D. 2005 University of Wisconsin at Madison. B.A. 1997 Oberlin College.

Franya Berkman, assistant professor of music. Ph.D. 2003, M.A. 1999 Wesleyan University. B.A. 1992 Sarah Lawrence College.

- Andrew Bernstein**, associate professor of history. Ph.D. 1999, M.Phil. 1996, M.A. 1994 Columbia University. B.A. 1990 Amherst College.
- Paulette F. Bierzychudek**, William Swindells Sr. Professor of Natural Sciences. Ph.D. 1981 Cornell University. B.S., B.A. 1974 University of Washington.
- Greta J. Binford**, associate professor of biology. Ph.D. 2000 University of Arizona. M.S. 1993 University of Utah. B.A. 1990 Miami University.
- Michael L. Broide**, associate professor of physics. Ph.D. 1988 Massachusetts Institute of Technology. M.S. 1981, B.S. 1981 University of California at Los Angeles.
- John F. Callahan**, Morgan S. Odell Professor of Humanities. Ph.D. 1970, M.A. 1964 University of Illinois. B.A. 1963 University of Connecticut.
- Naomi T. Cameron**, assistant professor of mathematics. Ph.D. 2002, B.S. 1995 Howard University.
- David A. Campion**, associate professor of history. Ph.D. 2002, M.A. 1997 University of Virginia. B.A. 1991 Georgetown University.
- Yung-Pin Chen**, associate professor of statistics. Ph.D. 1994 Purdue University. B.S. 1984 National Chengchi University, Taiwan.
- Peter G. Christenson**, professor of communication. Ph.D. 1980 Stanford University. M.A. 1973 University of Oregon. B.A. 1968 Dartmouth College.
- Kenneth E. Clifton**, associate professor of biology. Ph.D. 1988 University of California at Santa Barbara. B.A. 1981 University of California at San Diego.
- Cari An Coe**, assistant professor of international affairs. Ph.D. 2007 University of California at Los Angeles. M.A. 2002 University of California at San Diego. B.A. 1998 University of Oregon.
- Alan Cole**, professor of religious studies. Ph.D. 1994 University of Michigan. M.A. 1988 University of Virginia. B.A. 1985 Middlebury College.
- Rachel Cole**, assistant professor of English. Ph.D. 2005, M.A. 2000 Johns Hopkins University. B.A. 1994 Williams College.
- Rebecca Copenhaver**, associate professor of philosophy. Ph.D. 2001, M.A. 1998 Cornell University. B.A. 1993 University of California at Santa Cruz.
- Andrew Cortell**, associate professor of international affairs. Ph.D. 1994, M.Phil. 1993, M.A. 1988 Columbia University. B.A. 1986 Wesleyan University.
- Chana B. Cox**, senior lecturer in humanities. Ph.D. 1971 Columbia University. B.A. 1964 Reed College.
- Benjamin David**, associate professor of art history. Ph.D. 1999, M.A. 1993, B.A. 1991 New York University.
- Janet E. Davidson**, associate professor of psychology. Ph.D. 1989, M.Phil. 1987, M.S. 1985 Yale University. B.S. 1975 University of Washington.
- Susan E. Davis**, senior lecturer in theatre and program head of dance. M.F.A. 1991, B.A. 1981 Connecticut College.
- Keith Dede**, associate professor of Chinese. Ph.D. 1999, M.A. 1993, B.A. 1988 University of Washington.
- Isabelle C. DeMarte**, associate professor of French. Ph.D. 1999, M.A. 1993 Michigan State University. M.A. 1992 Université Blaise Pascal. B.A. 1990 Université de la Sorbonne Nouvelle.
- Julio C. de Paula**, associate vice president and director of special projects, and professor of chemistry. Ph.D. 1987 Yale University. B.A. 1982 Rutgers University.
- Brian T. Detweiler-Bedell**, associate professor of psychology. Ph.D. 2001, M.Phil. 2000, M.S. 1998 Yale University. M.A. 1995, B.A. 1994 Stanford University.
- Jerusha Detweiler-Bedell**, associate professor of psychology. Ph.D. 2001, M.Phil. 1998, M.S. 1997 Yale University. M.A. 1995, B.A. 1995 Stanford University.

Peter Drake, associate professor of computer science. Ph.D. 2002 Indiana University. M.S. 1995 Oregon State University. B.A. 1993 Willamette University.

James A. Duncan, professor of chemistry. Ph.D. 1971 University of Oregon. B.A. 1967 Luther College.

Jeffrey S. Ely, associate professor of computer science. Ph.D. 1990, M.S. 1981, B.S. 1976 Ohio State University.

Katherine FitzGibbon, assistant professor of music. D.M.A. 2008 Boston University. M.A. 2002 University of Michigan. B.A. 1998 Princeton University.

Kurt Fosso, associate professor of English. Ph.D. 1993, M.A. 1988 University of California at Irvine. B.A. 1987 University of Washington.

John M. Fritzman, associate professor of philosophy. Ph.D. 1991 Purdue University. B.A. 1977 Eastern Mennonite University.

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

Robert Goldman, professor of sociology. Ph.D. 1977, M.A. 1973 Duke University. B.A. 1971 University of Texas.

Daena J. Goldsmith, professor of communication. Ph.D. 1990, M.A. 1988 University of Washington. B.S. 1986 Lewis & Clark College.

James H. Grant, associate professor of economics. Ph.D. 1979, M.A. 1977 Michigan State University. B.S. 1974 Grand Valley State College.

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

Martin Hart-Landsberg, professor of economics. Ph.D. 1974, M.A. 1973 University of Wisconsin at Milwaukee. B.A. 1969 University of California at Santa Cruz.

Maureen Healy, associate professor of history. Ph.D. 2000, M.A. 1994 University of Chicago. B.A. 1990 Tufts University

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Dr. Gerald W. Fischer B.S. '68, Bethesda, Maryland. Professor of pediatrics and advisor to the Pediatric Infectious Disease Fellowship Program at the Uniformed Services University of the Health Sciences.

James L. Forman B.A. '81, Minneapolis, Minnesota. Partner, Oberman, Thompson & Segal.

Stephanie J. Fowler M.A. '97, Portland, Oregon. Civic affairs.

Jon V. Jaqua '70, Eugene, Oregon. Owner and manager, McKenzie Oaks Ranch and Metal Products Company.

Christopher E. Jay B.S. '72, Anchorage, Alaska. First vice president, Merrill Lynch & Company.

Frederick D. Jubitz, Portland, Oregon. Copresident and chair, Jubitz Corporation.

Jouni J. Korhonen B.A. '82, San Francisco, California. Senior vice president, Union Bank of California.

Wesley W. Lawrence B.A. '81, Portland, Oregon. Northwest regional president, KeyBank.

Marilyn Loy B.S. '81, Portland, Oregon. President, Kubla Khan Food Company.

Patrick Mahaffy B.A. '85, Boulder, Colorado. President and CEO, Clovis Oncology.

Patrick A. Markham B.S. '72, Roseburg, Oregon. President and CEO, Brooke Communications.

Randy Massengale B.A. '78, Seattle, Washington. President, Spinoza Technology.

Elizabeth McCaslin J.D. '87, Portland, Oregon. Vice president, HPK LLC.

Amy L. Miller B.A. '80, Tenafly, New Jersey. Managing director and head of corporate finance and distribution, Scotia Capital.

M. Beth Miller B.S. '73, Hoboken, New Jersey. Civic affairs.

Jin Park, Portland, Oregon. Founding owner, Reserve Vineyards and Golf Club.

Eric Parsons B.A. '70, Portland, Oregon. Chair (retired), StanCorp Financial Group and Standard Insurance.

Ronald K. Ragen, Portland, Oregon. Attorney, Davis Wright Tremaine.

Thomas P. Rasmussen B.S. '79, Montclair, New Jersey. Managing director, Citigroup Global Markets.

James T. Richardson B.A. '70, *J.D.* '76, Portland, Oregon. Board member and strategic consultant, Riverlake Partners.

John S. Rogers, Hughson, California. President, Mary Stuart Rogers Foundation.

Stephen A. Roth, Vancouver, Washington. President, KaiLong REI Investment Counseling.

Martha Stein-Sochas B.A. '78, Paris, France. Director, French Development Agency.

Kent Swanson, Towson, Maryland. President, Nurses Available.

Mark Tratos J.D. '79, Las Vegas, Nevada. Managing shareholder, Greenberg Traurig.

Jay Waldron, Portland, Oregon. Attorney, Schwabe, Williamson & Wyatt.

EX OFFICIO MEMBERS

Barry Glassner, Portland, Oregon. President, Lewis & Clark.

Thomas Bittner B.S. '82, *J.D.* '89, Portland, Oregon. President, Law Alumni Board of Directors.

Amelia Wilcox B.A. '81, Portland, Oregon. President, College of Arts and Sciences Alumni Association.

LIFE TRUSTEES

- Lloyd Babler B.S. '57*, Portland, Oregon. President and CEO, Babler Brothers.
- John E. Bates*, Portland, Oregon. CEO, Oswego Partners.
- John L. Baxter*, Sisters, Oregon. Business broker.
- Hyla Berteau*, Corona del Mar, California. Civic affairs.
- Mary V. Bishop*, Camas, Washington. Civic affairs.
- William K. Blount*, Portland, Oregon. Senior vice president, UBS Financial Services.
- Bruce Burns*, Lake Oswego, Oregon. Chair, president, and CEO, Burns Brothers.
- Tom M. Castlen*, Kings Park, New York. Executive presbyter (retired), Presbytery of Long Island.
- James R. Ellis*, Seattle, Washington. Partner, Preston, Gates & Ellis.
- John R. Faust Jr.*, Portland, Oregon. Senior partner, Schwabe, Williamson & Wyatt.
- Fred W. Fields*, Portland, Oregon. President and CEO (retired), Coe Manufacturing Company.
- Gersham Goldstein*, Portland, Oregon. Partner, Stoel Rives.
- Ronna H. Hoffman*, Portland, Oregon. Civic affairs.
- Ralph M. Holman J.D. '37*, Salem, Oregon. Justice (retired), Supreme Court of Oregon.
- John R. Howard*, Lake Oswego, Oregon. President emeritus, Lewis & Clark.
- Richard B. Keller*, Vancouver, Washington. President, Keller Enterprises.
- John A. Kemp B.S. '63*, Sherwood, Oregon. Chair and CEO (retired), Columbia Management Company.
- Mary Maletis*, Portland, Oregon. Civic affairs.
- Robert H. McCall*, Portland, Oregon. President and CEO, McCall Oil & Chemical Corporation.
- Samuel T. Naito*, Portland, Oregon. CEO, Naito Corporation.
- A. Myron Nichols*, Niskayuna, New York. Minister (retired), United Presbyterian Church.
- H. Gerald Nordberg Jr.*, New York, New York. Chair, Nordberg Capital.
- Kenneth M. Novack*, Portland, Oregon. Chair, Schnitzer Steel Industries.
- Robert B. Pamplin Jr. B.S. '64, B.S. '65, B.S. '66*, Portland, Oregon. President, R.B. Pamplin Corporation.
- Owen M. Panner*, Medford, Oregon. Senior U.S. District Court Judge.
- Ambassador Edward J. Perkins '56*, Norman, Oklahoma. Executive director of International Programs Center, University of Oklahoma.
- Walden C. Rhines*, Wilsonville, Oregon. Chair and CEO, Mentor Graphics.
- Robert L. Ridgley*, Portland, Oregon. Chair (retired), Northwest Natural.
- Arthur A. Riedel*, Portland, Oregon. Chair, Celtic Investment Company.
- Emanuel Rose*, Portland, Oregon. Rabbi, Congregation Beth Israel (retired).
- Harold J. Schnitzer*, Portland, Oregon. President, Harsch Investment Corporation.
- Joan Smith*, Portland, Oregon. Oregon Public Utility Commission (retired).
- Edward A. Stamm*, Palm Desert, California. Vice president (retired), Tumac Lumber Company.
- A. William Sweet*, North Bend, Oregon. Chair (retired), Western Bank.
- Ambassador Charles J. Swindells B.S. '66*, Portland, Oregon. Senior consultant, Evercore Wealth Management.
- Samuel C. Wheeler*, Portland, Oregon. Vice president, Barclay Logging Company.
- Bruce G. Willison*, Los Angeles, California. Dean emeritus, School of Business, University of California at Los Angeles.
- Carlton Woodard*, Cottage Grove, Oregon. Retired.

College Profile

Founded

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

Location

Campus on 137 acres in a wooded, residential area six miles from downtown Portland, Oregon (metropolitan area population 2 million). Pacific Ocean 80 miles to the west; Mount Hood and the Cascade Mountains 50 miles to the east.

Climate

Temperate (winter temperatures rarely reach freezing, summer temperatures rarely go above 85 degrees). Average precipitation is 37 inches.

Finances

Operating budget, \$105 million (net of financial aid, 2010-11)

Endowment, \$179 million (market value, May 31, 2010)

Alumni

More than 19,000 alumni of the College of Arts and Sciences living throughout the United States and around the world. Alumni groups active in nine U.S. cities and in Japan, South Korea, Southeast Asia, Europe, and the United Arab Emirates.

ACADEMICS**Undergraduate Degree**

Bachelor of Arts

Academic Calendar

Two 15-week semesters and summer school

Faculty-Student Ratio

1:12

Class Size

89% of classes have 29 or fewer students. Average class size is 17.

National Student Honors, 1996-2010

Compton Mentor Fellowship (1), Emerson Fellowship (1), Ford Foundation Fellowship (1), Fulbright Scholarships (37), Goldwater Scholarships (22), Hertz Foundation Fellowships (2), Howard Hughes Medical Institute Fellowship (1), Madison Fellowships (2), Mellon Fellowship (1), National Endowment for the Humanities Younger Scholar Award (1), National Science Foundation Graduate Research Fellowships (15), NCAA Postgraduate Scholarship (1), Rhodes Scholarship (1), Truman Scholarships (9), Udall Scholarships (8), Wilson Fellowships (2).

CURRICULUM

Majors (■) Minors (□)

- Anthropology, see Sociology and Anthropology
 - Art (Studio)
 - Art History
 - Art and Art History
 - Biochemistry and Molecular Biology
 - Biology
 - □ Chemistry
 - Chinese
 - Classical Studies
 - □ Communication
 - □ Computer Science
 - Computer Science and Mathematics
 - Dance
 - □ East Asian Studies
 - □ Economics
-

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

Preprofessional and Additional Offerings

Academic English Studies (ESL)
 Education (4-1 B.A./M.A.T. Program)
 Engineering (3-2 and 4-2 Programs)
 Geological Sciences
 Off-Campus Study
 Overseas Study
 Physical Education
 Pre-Law Curriculum
 Pre-Med Curriculum

International Programs

One of the nation's strongest international education programs, including a requirement to participate in an approved overseas program or take two courses on campus that focus on the history and culture of another region of the world.

Overseas and Off-Campus Study

Over 25 programs annually. Most groups have 20 to 24 student participants, one faculty leader. More than half of graduating seniors have participated in a program. Since the overseas program began in 1962, more than 10,522 students and 245 faculty members have participated in 732 programs in 66 countries or geographic areas. Some 65% of Lewis & Clark's programs go to countries outside Western Europe.

Scheduled Programs, 2011-14

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

Semester general culture programs: Australia, Brazil, China, Cuba, East Africa, Ecuador, England, France, Greece, India, Italy, Japan, Morocco, New Zealand, Russia, Scotland, Spain, Vietnam.

Semester domestic programs: Arizona Borderlands, New York City, Washington, D.C.

Summer programs: Australia, Ecuador, Ghana.

English as a Second Language

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

STUDENTS

Enrollment, Fall 2009

College of Arts and Sciences: 1,905

72 visiting/nondegree students

Also enrolled at Lewis & Clark:

Graduate School of Education and Counseling: 812

School of Law: 734

Geographic Distribution, Fall 2009

(College of Arts and Sciences)

25% California

17% Oregon

10% Washington

9% International students (including dual citizens)

9% Midwest

8% Mountain States

8% Northeast

7% Southwest

3% Alaska/Hawai'i

3% Southeast

1% U.S. students abroad

States represented: 48

Countries represented: 62

First-Year Class, 2010-11: Class of 2014

5,279 students applied

68% admitted

510 students expected to enroll¹

76% in top quarter of graduating class

16% U.S. students of color

5% international citizens

Ranges for middle 50% of class:

■ GPA 3.5-4.0

■ SAT 1800-2030

■ SAT 1200-1370 (CR+M only)

■ ACT 26-30

FACILITIES

Aubrey R. Watzek Library

More than 718,000 items including books, documents, audiovisual materials, microforms, and periodicals. Through the Summit catalog, access to over 28 million items from 35 member institutions in the Pacific Northwest. Houses the most extensive collection of printed materials known to exist on the Lewis and Clark Expedition. Open computer lab and more than 500 spaces for student study. Library open 24 hours on weekdays during fall and spring semesters.

Science

Extensive laboratory facilities for teaching and student-faculty research in physics, chemistry, computer science and mathematics, biochemistry, and biology.

Scanning electron microscope, well-equipped molecular biology laboratory, greenhouse, equipment for field biology, gas chromatograph/mass spectrometer, high-pressure liquid chromatograph, 300 MHz FTNMR spectrometer, inert

¹ In addition, approximately 60 transfer students enroll each year.

atmosphere glove box, atomic absorption spectrometer, diode array UV-visible spectrophotometers, infrared spectrometers, molecular modeling laboratory, observatory with Newtonian and solar telescopes, computer-enhanced optical microscope, solid-state physics laboratory with variable temperature cryostat and superconducting magnet, three-directional seismograph, UNIX-based computer class laboratories, access to Mathematica. Nearby Tryon Creek State Park is used as a laboratory for field courses in biology and geology.

Computers

Access to publicly available computers and to specialized peripherals such as color scanners, color printers, digital cameras, and digital video editing—all connected via a campus network that also provides high-speed access to the Internet. Direct Internet access available in all residence halls. Wireless network access available in Watzek Library, Boley Law Library, and other public spaces on campus. Further expansion planned. Most computing resources available free of charge, 24 hours a day throughout the academic year.

Fir Acres Theatre

225-seat Main Stage performance/teaching theatre, Black Box experimental teaching theatre, scene shop, costume room, green room, design lab.

Music

410-seat performance auditorium, 22 practice rooms, 43 pianos, 2 harpsichords, 4 pipe organs including an 85-rank Casavant pipe organ, Javanese gamelan, electronic music lab, piano lab.

Art

Studio facilities for drawing, painting, sculpture, ceramics, computer graphics, graphic design, photography. Hoffman Gallery of Contemporary Art and Arnold Gallery for student art.

Athletics

Pamplin Sports Center: gymnasium (2,300 capacity), six tennis courts (three covered by heated airdome), fully equipped weight room, extensive training room, locker rooms. Zehntbauer Swimming Pavilion: indoor competition pool. Huston Sports Complex: baseball and softball fields. Griswold Stadium—Fred Wilson Field—Eldon Fix Track (3,600 capacity): lighted, state-of-the-art synthetic playing field, world-class polyurethane track. Outdoor pool.

STUDENT LIFE

Campus Living

Ten residence halls staffed by full-time area directors and student resident advisors. Active participation by students in residence hall councils and association. First-year and second-year students required to live on campus. All residence halls smoke-free.

Food Service

Options ranging from 7 to 19 meals per week, plus flex plans; vegetarian and vegan options at all meals.

Student Services

Academic Advising, Campus Living, Campus Safety, Center for Career and Community Engagement, Chaplaincy, Counseling, Health Promotion and Wellness, International Students and Scholars, Math Skills Center, Multicultural Affairs, Student Activities, Student Employment, Student Financial Services, Student Health Service, Student Support Services, Writing Center.

Clubs and Interest Groups

Over 50 student organizations. No fraternities or sororities.

Music Groups

Chamber Vocal Ensemble, Jazz Ensemble, Wind Symphony, Orchestra, Cappella Nova, Women’s Chorus, Percussion Ensemble, Javanese Gamelan, African Marimba, West African Rhythms, African Rhythm and Dance, Community Chorale.

College Outdoors

Nearly 100 outdoor expeditions per year including hiking, backpacking, skiing, snowshoeing, whitewater rafting, camping, caving, kayaking. Wilderness First Responder and Wilderness Leadership courses annually.

Athletics

Nearly 40% of students participate in one or more of 19 varsity, 9 club, and numerous intramural sports. Lewis & Clark belongs to the National Collegiate Athletic Association (NCAA) Division III and Northwest Conference.

Varsity Sports

Men (■), Women (□)

- Baseball
- □ Basketball
- □ Cross country
- Football
- □ Golf
- □ Rowing
- Soccer
- Softball
- □ Swimming
- □ Tennis
- □ Track and field
- Volleyball

Club Sports

Men (■), Women (□), Coed (○)

- □ Lacrosse
- Martial arts
- Rugby
- Sailing
- Soccer
- Indoor Soccer
- □ Ultimate Frisbee

Media

Radio station, weekly newspaper, environmental studies journal, literary magazine, international affairs journal, foreign languages journal, gender issues journal, journal of dramatic literature, printshop.

Cultural Arts

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

Religious Life

600-seat chapel, regular ecumenical services, weekly Bible studies and prayer groups, monthly Catholic Eucharist, monthly Taizé prayer service. Service projects, spiritual renewal retreats, and special spiritual life lectures and programs offered each semester. Student groups including Christian Science Group, Interfaith Council, LDS study group (Mormon), Newman Club (Catholic), Greater Portland Hillel, Agape (Campus Crusade for Christ), Unitarian Universalist Group, Wildwood Pagan Group, Zen Sangha Buddhist Meditation.

COSTS, 2010-11

Tuition and fees: \$36,632

Room and board, 14-meal flex plan: \$9,566²

Students should also allow approximately \$2,040 for books, supplies, and personal expenses. Transportation costs will vary.

FINANCIAL AID

72% of students receive financial assistance through scholarships, grants, loans, or campus employment. More than \$33 million in financial aid distributed annually in awards ranging from \$500 to \$49,228.

² Apartment series: add \$1,500 for room.